

**USING TAD (TRANSITION-ACTION-DETAILS) STRATEGY TO  
IMPROVE THE EIGHTH GRADE STUDENTS' ABILITY IN  
WRITING RECOUNT TEXTS AT SMPN 2 DEPOK IN THE  
ACADEMIC YEAR OF 2013/2014**

**A THESIS**

**Presented as a Partial Fulfillment of the Requirements for the  
Attainment of the *Sarjana Pendidikan* Degree on the English Language  
Education**



by

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**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY  
2014**

APPROVAL SHEET

USING TAD (TRANSITION-ACTION-DETAILS) STRATEGY TO  
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RECOUNT TEXTS AT SMPN 2 DEPOK IN THE ACADEMIC YEAR OF  
2013/2014

A Thesis



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## RATIFICATION

USING TAD (TRANSITION-ACTION-DETAILS) STRATEGY TO  
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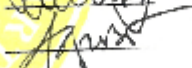

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## **PERNYATAAN**

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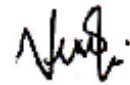
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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Yogyakarta, 16 Juni 2014

Penulis



VeranitaBudiani

## DEDICATION SHEET



## MOTTOS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Allah will never change one's destiny. Leave the bad things in the past to get the bright future. (Q S. Arra'du : 11)

*“ A Journey of a thousand miles starts under one's feet.”*

-Dao De Ching- Lao Zi

I don't care what they're going to say. Let the storm rage on. The cold never bothered me anyway.

-Elsa(frozen)

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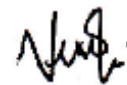
My appreciation goes to all of my PBI friends, especially H class: Fia, Dewi, Rika, Arista, Fahmi, Rizka, Nana, Yosep, Yanuar, and those who cannot I mention. Thank you guys for the sweet friendship and for being always there for me when I need you. Also, thank you very much for an unpredictable person, Arry Sandy. Thanks for everything. I would also

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At last, I consider that my thesis is still far from being perfect. Thus, any criticism, ideas, and suggestions for the improvements of this thesis are highly appreciated. I also hope that this thesis can give contribution for readres and be useful for the English teaching and learning process.

Yogyakarta, 16 Juni 2014



Veranita Budiani



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Abstract

This research was aimed to improve the eighth grade students' ability in writing recount texts through the use of TAD (Transition-Action-Details) strategy.

The subjects of the research were 32 students of VIII B class at SMPN 2 Depok in the academic year of 2013/2014. The data were collected by observing the teaching and learning process during the implementation of the action, interviewing the students and the English teacher, giving pre-test and post-test to the students, and taking pictures of the teaching and learning process. The data were in the form of interview transcripts, field notes, and students' writing. The validity of the data was obtained by applying democratic validity, outcome validity, process validity, and dialogic validity.

The results of the two cycles showed that the use of the TAD strategy is believed to be effective to improve the students' ability in writing recount texts. The students' writing problems can be minimized by applying the TAD strategy. The TAD strategy also facilitated the students to construct and build their own ideas to become a recount text, then explore their words into a systematic schema. Then for the correction-analysis stage, it provided feedbacks that facilitate the students to correct their mistakes in the writing aspects, namely content, organization, vocabulary, language use and mechanics. In reference the students' writing scores, the students' ability in five aspects of writing improved after the TAD strategy was applied. It was proved by the mean score of their recount text writings in the post-test (73.96), which was higher than that in the pre-test (63.64). Furthermore, the students' activeness increased during performing the Transition-Action-Details (TAD) Strategy from the first until the last meeting. They were free to express their ideas that related to the topic.

## **CHAPTER 1**

### **INTRODUCTION**

The objective of this study is to improve students' writing skill on recount texts through TAD (Transition-Action-Details) strategy. This chapter consists of six sections. They are background of the study, identification of the problems, limitation of the problem, formulation of the problem, objective of the study, and significances of the study.

#### **A. Background of the Study**

Language has four skills that have to be mastered in order to communicate well. They are listening, speaking, reading, and writing. Those skills are related to each other. In this case, the researcher focused on the writing skills. The writing skills are very important for some reasons. The first reason is that writing is important for junior high school students. This skill brings them to understand about written language. Through writing, the students can share information and ideas. Secondly, they can compose their stories. Furthermore, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It may well provoke language development of the students because they think as they write.

Related to teaching writing to junior high school students, there are still many schools in Indonesia that apply KTSP 2006 (School-Based

Curriculum) for teaching and learning process. The students must be able to write and comprehend the text of descriptive, narrative, procedure, and recount. Furthermore, in the syllabus mentioned precisely in the writing competency standards, students must be skilled in expressing the meaning of a short simple functional text and an essay written to interact with the immediate environment. Thoroughly, as it is described in the basic competencies students should express the meaning and rhetorical steps in a short simple essay using a variety of written language accurately, fluently and thankful to interact with the immediate environment in the form of recount text and narrative. It means that the students have to master writing skill. However, based on the observation and interview conducted in SMPN 2 Depok, especially in Class VIII B, the researcher found some problems related to teaching and learning writing in the field. The problems are explained as follows.

The first problem, the English teacher was very seldom to teach writing skills to the students. Generally, if they were not given any experience in writing a text, it would be difficult for them to create a text. The second problem came from the students. The students said that they did not understand some components of a recount text such as the generic structure and the language feature of the text. They informed that they did not really know how to produce a recount text. In addition, the students still found difficulties to generate and develop the idea. They were confused about what they would write. After that, they



should write or produce their own text with limited guidance. Their problems were also related to spelling, punctuation marks, vocabulary, and grammar.

Based on the problems above, the researcher applied TAD strategy as a means to overcome the obstacles found in the field. It is based on the assumption that the strategy used provides the students with the joyful ways in doing the task. The students have chances to work together and involved in a small discussion. So, Transition-Action-Details (T-A-D) writing strategy focuses not only on creating a new writing product, but also activating student's interactions.

#### **B. Identification of the problems**

There were some difficulties of the eighth grade students at SMPN 2 Depok in dealing with writing recount texts. The first was that the students still found it difficult to arrange sentences into a good paragraph. The second was that the teacher taught writing rarely. The third difficulty was that the students' interest in mastering the writing skills were varied among others. One of the indicators showing the unsuccessful of teaching writing was students' low interest and lack ability in writing their ideas with the use of correct grammar, vocabulary and punctuation.

The last problem was that the students could not meet minimum requirements in writing. Based on the data from pre-test, the researcher

concluded that only about 13% of students who could pass 75 (the minimum criteria of achievement or KKM) and only one or two students who could master the material. It means that 87% of the students in that class got the mark below the minimum criteria of school standard.

Those paragraphs above explained the problems that are commonly found in the eighth grade students at SMPN 2 Depok. Based on those problems, the researcher argues that the best way in teaching writing in this case is TAD strategy. The TAD strategy can help students to be able to create a recount text correctly.

### **C. Delimitation of the problem**

In this research, the researcher focuses on the process of teaching writing that is enjoyable and interesting for students. By conducting that kind of teaching and learning process, students can be stimulated to explore their writing skills. They focused on arranging some events into a good recount text. It will be easier to write a recount text if they have already had the appropriate arrangements. The research focuses on the eighth grade students. The researcher followed the topic according to the school curriculum where recount text was one kind of the short text that must be gained by the students in the school. Students will learn how to write the text using the TAD strategy. The TAD explanation may be shown by an LCD projector or they may be given to students in loose leaves.

#### **D. Formulation of the problem**

Based on the background and the delimitation of the problem, the researcher formulated the problem of this research in the following question:

How is the (Transition-Action-Details)TAD strategy implemented to improve the eighth grade students' ability in writing recount texts at SMPN 2 Depok?

#### **E. Objective of the study**

Based on the formulation of the problem, the aim of the research was to improve the eighth grade students' ability in writing a recount text at SMPN 2 Depok through TAD strategy.

#### **F. Significance of the study**

The writer hopes that this research has some benefits in English teaching learning process, especially in improving writing skills. There are two kinds of significance for this research. They are theoretical significance and practical significance.

##### **1. Theoretical Significance**

- a) The result of the research can be useful for other researchers who want to conduct the research related to the same case that is improving writing skills.

- b) The result of the research will give clear description on the implementation of the TAD strategy in improving students' writing skills.

## 2. Practical Significance

- a) The result of the research gives some contributions to teachers of English to find appropriate strategy to teach writing, especially recount text.
- b) The result of learning through TAD strategy can be useful for the students in improving their writing skills.
- c) The writer gets clear description of students' writing skills through TAD strategy.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of four sections. They are the review of the related theories, relevant study, conceptual framework and research hypothesis.

#### **A. Review of related theories**

##### **1. Writing**

###### **a. Definition of Writing**

According to Brown (2000:335), a written product is a product of thinking, drafting, and revising that requires specialized skill on how to regenerate ideas, how to organize them coherently, how to use discourse makers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text appropriate grammar, and how to produce a final project. Furthermore, Harmer (2001:79) states that writing is a form of communication to deliver thought or to express feeling through written form. Another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be prepared for by work in other skills of [listening](#), speaking, and [reading](#). This preparation can make it possible for words that have been used receptively to come into productive use.

###### **b. Writing Process**

Nation (2009:114) states that one way of focusing on different aspects of writing is to look at writing as a process. It means that writing process contains several subprocesses which are imperatively united as an outline for students to begin and finish their writing. Furthermore, Harmer (2004:4) explains the stages of writing process. They are planning, drafting, editing, and final version.

### 1) Planning

Planning is an activity in the classroom in which the students may consider their writing goals. It can also arouse students' encouragement to write because it stimulates students' thought to get started. It affects students' purposes to write in terms of the language they use, the text they wish to create, and also the information they choose to include. Besides, in the planning stage, the students also have to consider their audience. It does not only influence how the paragraphs are structured, but also the choice of the language whether it is formal or informal language. Another point that is worth considering in this stage is the content structure of the piece. It is how best to order the facts, ideas, or arguments which they have decided to include.

### 2) Drafting

It is a process of writing down ideas, organizing them into a sequence, and providing the reader with a frame for

understanding these ideas. The result from this process is a composition or “first draft” of the ideas.

### 3) Editing

It is a stage which refers to the process of reflecting and revising that is based on an evaluation of the writing. It gets the students to go back over their writing and make changes to its organization, style, grammatical and lexical correctness, and appropriateness. When students have produced their draft, they usually read their works to make sure whether what they have written is appropriate or not.

### 4) Final Version

Final version or final drafting is a stage where the students have edited their draft. It may be seen differently from the original plan and the first draft because there may be so many changes in the process of editing.

## **c. Aspects of writing skills**

There are three aspects of writing skills that have to be outlined in this discussion. The first aspect is about micro and macro skill of writing, the second is mechanical and components of writing and the last is cohesion and coherence of writing.

The first aspect is micro and macro skill of writing. Brown (2001: 342-343) states a list of micro and macro skills for written communication which focuses on both the form of language and the

function of language. The micro skills apply more appropriate to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing. Micro skills of writing mentioned by Brown are producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using acceptable grammatical system (e.g., tense, agreement, patterns, and rules); expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse.

Meanwhile, macro-skills of writing have other components, such as: use the rhetorical forms and conventions of written discourse; appropriately accomplish the communicative functions of written texts according to form and purpose; convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meanings when writing; correctly convey cultural specific references in the context of the written text; develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting, peer and



instructor feedback, and using feedback for revising and editing (Brown, 221:2004).

In conclusion, the earlier micro skills apply more appropriate to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive devices, past verb, and etc. On the other hand, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. Thus, it is not only about a word but it is about the whole written text.

Mechanical components are the second important matter of writing. Strakey (2004) addressed writing mechanics in terms of grammar, spelling, punctuation, and capitalization. Grammar is a key element not only in writing, but in language as a system of communication in general. Having a good knowledge of the parts speech, the structure of the language and its rhetorical devices, and knowing how to write correctly are what writing requires. Capitalization and punctuation marks are integral parts of written English. Murray and Hughes (2008: 185) state that a well punctuated and capitalized piece of writing should make your work easier to read and understand and make a more favourable impression on your readers. Similarly, spelling is an important aspect in writing because it is an aspect that teachers focus on when evaluating students' work.

Correct spelling gives one's work credibility. Not only will the reader know that one is educated, but also that he is careful about his work.

The last aspect of this discussion is about cohesion and coherence. The two aspects have an important role in writing process and cannot be separated each other. According to Richard (2007:21), sentences also need to be cohesive and the whole text needs to be coherent. Thus, students also have to be supplied with the knowledge of cohesiveness and coherence. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in a structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. Murray and Hughes (2008: 45) notice that a good writer is the one who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.

In summary, the micro and macro skill of writing, mechanical components of writing, and cohesion and coherence of writing are important aspects of writing. All of them have contributions in

producing a good writing. Therefore, the teacher should consider teaching them to the students in order to make their students' writing works more accessible.

## **2. Teaching Writing**

### **a. The Role of the Teacher**

Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer (2007:330), there are three roles of English teachers in teaching writing.

#### **1) Motivator**

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make as much as effort as possible for maximum benefit.

#### **2) Resource**

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the students' progresses, offer advices and suggestions in a constructive and tactful way.

#### **3) Feedback provider**

As a feedback provider, an English teacher should give positive and encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at their particular stage of their studies, and on the tasks they have undertaken.

#### **b. Types of Classroom Writing Performance**

According to Brown (2001:343-346), there are five principles categories of classroom writing performance such as imitative writing, intensive writing, self-writing, display writing, and real writing. They are explained as follows:

- 1) Imitative or writing down which leads students to simply write down English letters, words, or sentences in order to learn the conventions of the orthographic code.
- 2) Intensive or controlled which loosens the teacher's control but still offers a series of stimulators. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. is note taking
- 3) Self-writing which leads students to write in an element of display writing or writing with only the self in mind as an audience. The activities of this category in classrooms are note-taking, diary, and journal.

- 4) Display writing which leads students to to write in an element of display writing. Written exercises and short answer essays are the examples of activities in this category.
- 5) Real writing which aims to communicate a message to an audience. This type of writing performance can occur in the academic, vocational or technical, and personal scope.

Every beginner writer starts to write from the basic activity such as imitative writing. This kind of activity gets the students to make letters, words, and simple sentences. The next is intensive writing which focuses on grammar, vocabulary, or sentence formation, and not necessarily to convey the meaning. Then in next levels, the students are allowed to produce their written products in the form of texts of several pages which require better skill than the previous ones.

### **3. Assessing Students' Writing**

Teachers who recognize the importance of writing as a learning tool understand that writing will help the students to connect their thoughts and communicate with others. Regarding to that point, the researcher realizes that the most important part to know the students' writing ability is from their writing products. It can be assumed that if the students have a good writing ability, their writings also will be good and vice versa. So, the teacher has to be able to assess students' writing in an appropriate way. However, to assess students' writing

product is not a simple thing to do. Urquhart & McIver (2005:26) argue that the most time-intensive part of teaching writing is assessment. Miller (Urquhart & McIver, 2005: 27) defines that assessment as gathering information to meet the particular needs of a student.

#### 1) How to assess

The teacher has some responsibilities to the success of the students' writing. The first responsibility is to provide opportunities for writing and encouragement for students who attempt to writing. The second responsibility is to promote students' success in writing. The teacher does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to students' needs, and giving careful feedback that will correct students' mistakes in writing.

#### 2) Rubrics

Teachers need to use an appropriate tool which helps them in assessing students' writing performance. Rubric is an important tool to be prepared by the teachers to give an objective score. Urquhart & McIver (2005: 31) argue that rubrics are very effective assessment tools because they describe specific levels of performance. Besides, rubrics also explain the students' performance clearly. Research also

supports using rubrics because they clearly communicate expectation for both teaching and learning.

There are four main types of rubrics. Those are holistic rubrics, analytic rubrics, primary trait rubrics, and multi-trait rubrics. However, in this study, the researcher only presents two of them; holistic rubrics and analytic rubrics.

a) Holistic rubrics

It assigns a level of performance by assessing performance across multiple criteria as a whole. The emphasis in holistic rubrics is on what a student does well. Weigle (2002: 112) argue that holistic scoring has an advantage to focus on the students' attention on the strengths of their writing, not on their deficiencies.

However, holistic scoring also has a disadvantage in the term of interpreting the scores. It is because in holistic scoring, raters do not use the same criteria to arrive at the same score. This idea is supported by Weigle's explanation. According to Weigle (2002: 114), holistic scoring also has a disadvantage in which it is not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores.

b) Analytic rubrics

Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimension for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is scored separately, and then dimension scores are added to determine an overall score. Weigle (2002:114) states that in analytic scoring, scripts are rated on several aspects of writing or criteria rather than a single score depending on the purpose of the assessment.

Analytic rubrics provide more detailed information about students' writing ability because when using analytic scoring, teachers use different aspects, such as: content, organization, mechanics, or grammar that can be information about the students' writing ability.

### 3) Point to be assessed

The writing aspects are aspects which were assessed in this research. The writing aspects include content, organization, vocabulary, language use, and mechanics. In the content aspect, the students' writing should be relevant to the points of the text that is used. It also should match the purpose of the recount text. Then, in the term of organization aspect, it should be well-organized. Then, in vocabulary aspect, the



students' should choose the appropriate words to make the sentences. While in terms of the language use, it should show few errors of agreement, tenses, articles, pronouns, and prepositions. The last, in mechanics aspect, it should demonstrate mastery of conventions which shows few errors of spelling, punctuation, and capitalization.

#### **4. Teaching Writing in Junior High School**

The focus of teaching English in junior high school is to achieve informational level, since the students are prepared to continue their study to a higher education level. From what is described in BSNP (Badan Standar Nasional Pendidikan), the aims English lesson in junior high school are:

- 1) Developing communicative competence in oral and written form to achieve the level of informational literacy
- 2) Having awareness about the nature and importance of English to improve the nation's competitiveness in the global community.
- 3) Developing an understanding of students about the relationship between the languages with culture.

In fact, writing in junior high school has several rules. Those rules are based on Standard of Competency and Basic Competences of English (curriculum of English) for Junior High School. In this case, the researcher collected the research data at

SMPN 2 Depok which deal with the curriculum that is used in standardized school. She focused on Grade VIII in the second semester. The Standard of Competency and Basic Competences of writing for the Grade VIII in the second semesteris presented below.

Table 1: **Standard of Competency and Basic Competences of Writing Skill for Junior High School Students at the Grade VIII Semester Two**

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Menulis</i>  12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar  12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>

From the table above, the researcher can conclude that the standard competency of writing in junior high school is producing the meaning of simple writing production related to several text types in written form in the context of daily life and academic purposes to interact with the environment. In this case, the researcher focused on one text type that was recount text.

The important case of teaching writing in junior high school is also about the students' age range. The age range of students in junior high school is between thirteen and fifteen that is also called as puberty (Brown, 2001:91). It makes them categorized into teenager learners who are in the age of transition, confusion, self-consciousness, growing and changing bodies and minds. They also have developed their attention spans as the result of their intellectual maturation but those can be easily shortened since there are many diversions within teenagers' life.

As the result, the characteristics of teenagers stated previously will become teachers' concerns in teaching their students. According to Brown (2001:92), one of the most important concerns of the secondary school teacher is to keep self-esteem high by 1) avoiding embarrassment of students at all costs 2) affirming each person's talents and strengths 3) allowing mistakes and other errors to be accepted 4) de-emphasizing competition between classmates, and 5) encouraging small-group work where risks can be taken more easily by a teen.

In summary, the teaching of writing focused on the recount text. The decision was based on the standard of competency and basic competence of the Grade VIII in the second semester. The teaching of writing also focused on the psychological condition of the students. Thus, the teaching of writing can be done effectively.

## **5. T-A-D (Transition-Action-Details) strategy**

### **a. Definition**

According to Steve Peha (2003:38), Transition-Action-Details(TAD) Writing Strategy is a writing strategy used Transition-Action-Details(TAD) chart which consist of columns and rows that shows a sequence of events. There are three columns that must be filled by participants, such as transitions column, actions column, and details column. And each column can be filled by several rows. After filled each rows and columns with sentences, the student can move the sentences that consisted about transitional signal, sequence of events, and some details actions into a new recount paragraph.

### **b. T-A-D strategy**

The T-A-D strategy has three parts:

#### **1) Transitions**

These are short phrases like “Then” or “After a while” or “In the beginning” that help to introduce each new action in the sequence. The students don’t have to have a transition for each action, but they can be very helpful at making their sequence flow smoothly.

#### **2) Actions**

These are the actual events (the things that happened) listed in the order in which they occurred.

### **3)Details**

This is additional information about each action. For each action, can be provided probably two or three important questions that each student need to answer. These answers are the details.

#### **c. Advantages of TAD Strategy**

Margot in her book “Be a Better Writer” in 2006 stated that this strategy easy to do and efficiently help the students to clearing their activities, steps by steps. Moreover, in this study, the students can have chances to work together and involve in a small discussion. So, Transition-Action-Details (T-A-D) Writing Strategy was not only focus on created a new writing product, but also activated student’s interactions.

## **6. Recount Text**

### **a. Definition**

According to Anderson (1997:48),s recount text is a piece of text retells past events, usual in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Besides, Knapp and Watkins (2005:223) explain that recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are

characters set up in a particular time and place, although many postmodern narratives play with these conventions.

**b. Structure of Recount Text**

The structure of recount text usually consists of orientation, report of event or activity, and reorientation. Additionally, Anderson (1997:53) the generic structures of recount text was described as follow:

1) Orientation

It gives background information about who, what, where, and when.

2) Events

It consists of paragraphs which retell the events in the order in which they happened.

3) Conclusion or optional

It is a paragraph that contains a personal comment which function to close a recount text. It may also appear in the form of concluding sentences. The language features of recount text commonly consist as follow:

- a) Noun as a personal pronoun, such as Martin, Simon, Aniston, etc.
- b) Individual participant, focused on specific participant's story.

- c) Past tense (simple past tense and past progressive tense),  
such as went, ran, ate, was coming, were walking, etc.
- d) Time connective and conjunction to sequence of the  
events, such as after, before, then, after that, etc.
- e) Action verbs; a verb that shows the events or occurrence,  
such as stayed, climbed, killed, etc.
- f) Adverb and adverb phrases to show place, time and way,  
such as yesterday, last week, at home, slowly, carefully,  
etc.

### c. **Types of Recount Text**

In exploring how text work (Derewinka, 1990: 15-17) there are three types of recount. They are:

#### 1) Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- a. Use of first pronoun (I, we).
- b. Personal responses to the events can be included,  
particularly at the end.
- c. Details are often chosen to add interest or humor.

#### 2) Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (For example: report of a science experiment, police report, 18news report, and historical recount).

Language features of factual recount are:

- a. Use of third person pronouns (he, she, it, they).
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity (For example: in a science experiment).
- d. Mention of personal feelings is probably not appropriate.
- e. Details of time, place, and manner may be needed to be precisely stated (For example: at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
- f. Descriptive details may also be required to provide precise information (For example: a man with a red shirt, brown shoes and long hair, weighing 75 kilos and approximately 189 cm tall).
- g. The passive voice may be used (For example: The breaker was filled with water).
- h. It may be appropriate to include explanations and satisfactions.

### 3) Imaginative recount



Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

**d. How to Teach Recount Texts Through TAD Strategy**

Steps of implementing TAD strategy were also collaborated with the process wheel (planning, drafting, editing, final version) by Harmer (2004:4-6). According to Harmer (2004:99-100), the whole procedure illustrated as follows:

**1) Planning**

Firstly, teacher will divide students in groups and ask them to talk about their personal experiences in the past. Then, they will be asked to discuss about freewriting (a type of writing where students freed to write or keep writing what they want to write). The next activities, teacher will give explanation about Transition-Action Details (T-A-D) Writing Strategy and elaborate some samples of the experiences in the past and the discussion about freewriting.

**2) Drafting**

The students create and develop their own experiences into a recount text paragraph by using Transition-Action-Details (T-A-D) Writing Strategy.

**3) Editing**

In this part, the students will be involved in a discussion where everybody has to read and give comments about recount texts they written.

#### 4) Final Version

In the final drafting, students will continue the activity to revise their work in another draft. After checked their works personally, the student finally will have their good recount text.

### **B. Relevant Study**

David Marpaung, Rumiri Aruan and Syafri K (2011) did a study through TAD strategy in teaching writing. They had found three results of the research. The first result is that students' ability in constructing texts could improve by using the TAD strategy. The second finding is that the TAD strategy showed the effectiveness of the teaching and learning process. It could improve their motivation and passion to learn English writing. They were found easier to produce their texts. The last result is that the cooperative learning among them could also improve by using the TAD strategy. They got more chances to participate. They realized that they had responsibility and confidence when exploring their writing skills.

### **C. Conceptual Framework**

Writing as one of the productive skills has a process which consists of some stages which include planning, drafting, editing, and final

drafting. In those phases the TAD strategy eases students when they produce the work. That is why the TAD strategy can be employed during teaching-learning process to help them writing their works.

From the early observation in SMPN 2 Depok, the researcher found problems in the process of writing a recount text. One of the problems was that students did not know how to begin writing because the components of recount texts such as the language features, the generic structure and the purpose were not familiar with them. Besides, their minimum requirement in writing skills namely writing correct spelling and punctuation was still low.

By looking at the facts that students need to be encouraged to write the text, the researcher employed the TAD strategy as a way to improve their writing skills. TAD was a process in which the students were offered the opportunity to give and receive immediate feedback on language used on their writing that might be missing when they work in common way. The TAD strategy was also considered as a process to enhance and stimulate students' motivation in improving the writing skills because they would feel that was easy to write a recount text. Furthermore, the TAD strategy provided the enjoyment of writing a text as a form of planning process of writing that relates to their personal experiences. The personal experiences were interpreted in a form of recount text in which the students explored and discovered the language that sounded familiar to them. It eased them to start writing the text

because based on their surroundings that were very common and easy to find. The TAD strategy was implemented through three steps of writing: planning, drafting, editing and final drafting.

Seeing the facts that the students needed a certain strategy to improve their writing skills, the researcher employed the TAD (Transition-Action-Details) strategy that was collaborated with the process wheel (planning, drafting, editing, final drafting).

#### **D. Research Hypothesis**

According to the literature review and the conceptual framework, the use of the TAD strategy can improve the students' writing ability on recount texts.

## CHAPTER III RESEARCH METHOD

### A. Type of Research

In line with the goal of this research to improve the writing skills of the students using the TAD strategy, this research was classroom action research. Burns (2010: 2) states that the main aim of the action research is to identify a “problematic” situation that the participants consider worth looking into more systematically. Still, in Burns, the term “action” in action research is to change or to improve the problematic situations in a deliberate way.

According to Kemmis and McTaggart (in Burns, 2010:8), action research involves four stages in a cycle; planning, action, observation, and reflection. The cycle can be continued until the research achieves the satisfactory goal. The four stages of action research can be seen in the schema below.

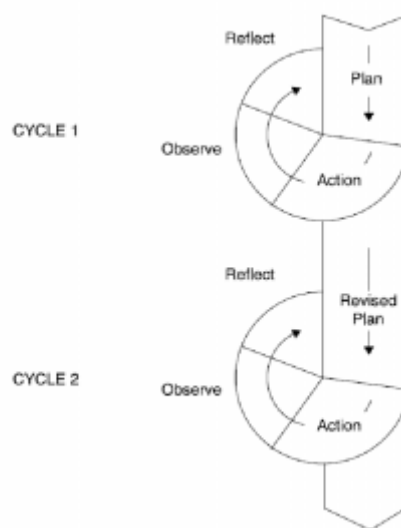


Figure 1: **Cyclical Action Research Model by Kemmis and McTaggart**

Based on the figure 1, the research was done in two cycles. In this research, the researcher and the English teacher as a collaborator formulated the problem related to the writing skill of the students based on the observation then identified the research problems. After that, they planned and carried out the actions, evaluated and reflected the actions implemented in the study.

## **B. Research design**

### **1. Setting**

The researcher used Action Research Design. There was a group of participants in this research. The research took place at SMPN 2 Depok, CondongCatur, Yogyakarta. It had 12 classrooms that were divided into three grades. They are eighth grade, ninth grades, and tenth grade. It had about 456 students. The school's environment was really nice to learn for the students. The school also has potential teachers.

In this case, the researcher conducted the research in one of the eighth grade classrooms because it was more effective to get the maximum result.

### **2. Participant**

The data were taken from the eighth grade students of SMPN 2 Depok, Condong Catur, Sleman. The researcher conducted the research in Class VIII B. There were 32 students as participants.

They were 16 males and 16 females. The age average was about 13 years old. They learnt English as a foreign language.

### 3. Schedule of The Research

No.	Step	Month				
		December		January	February	
		Week				
		3	4	5	1	2
1.	Observation					
2.	Planning					
3.	Action 1 (implementation, observation, reflection)					
4.	Planning for cycle 2					
5.	Action 2 (implementation, observation, reflection)					
6.	Analyzing Data and Reporting					

### C. Data and Technique of Collecting Data

The researcher used both the qualitative and quantitative data. The qualitative data were in the form of opinions of research's member conditions. Meanwhile, the quantitative data were in the form of scores that were collected from pretest and posttest. This data were collected from some techniques. Those techniques are described as follows:

#### 1. Observation

The researcher used this technique to describe the subject activity in the class at a particular time. The researcher observed the teaching and learning process before, during, and after the actions in the class.

The purpose of the observation was to gain some data about the effect of the treatment that was implemented to students. The observation technique also provided field notes data about the whole condition during the research.

## **2. Documentation**

Documentation here was data coming from school. The school should always record all the things related to the teaching and learning process. The significance of this data source was to attain continuous information that cannot be reached in one shot observation. Furthermore, the researcher made documentation of the teaching and learning process both before and during the implementation of the treatments. This technique resulted in the observation sheet and field notes. The researcher also used the following instrument, interview, to convince the data gained from observation.

## **3. Interview**

This instrument was used to get information from students and teachers about the teaching and learning process. It covered problems found in the teaching and learning process. The researcher interviewed both teachers and students to collect the most complete data about how they saw the problems happened in class and the effect of the teaching media used.

## **4. Writing pretest and posttest**



The writing pretest and the posttest were instruments to get information about students' writing scores. Writing pretest is a test which was conducted in the beginning of the action. It gives information about students' writing scores before the actions. Moreover, posttest is to measure the students' writing scores after the treatments. Both tests measure how the actions affect the students' writing skill.

The following table shows the scoring rubrics of writing according to Jacobs et al in Weigle (2002: 116).

**Table 2: Scoring rubrics of writing modified from Jacobs et al in Weigle (2002: 116)**

<b>Aspects</b>	<b>Level</b>	<b>Score</b>	<b>Criteria</b>
Content	Excellent to very good	4	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	Good to average	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	2	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	1	Does not show knowledge of subject, non- substantive, not enough to evaluate

**(Continued)**

(Continued)

Aspects	Level	Score	Criteria
Organization	Excellent to very good	4	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
	Good to average	3	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	2	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	1	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to very good	4	Sophisticated range, effective word usage, word from mastery
	Good to average	3	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	2	Limited range, frequent errors of word usage, meaning confused
	Very poor	1	Essentially translation, little knowledge of English
Language use	Excellent to very good	4	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition
	Good to average	3	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	2	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	1	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	Excellent to very good	4	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very poor	1	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic in which each of them is scaled from 1 to 4. Hence the maximum score is 20, while the minimum score is 5. By knowing the highest score and the lowest score above, the formulation of the ideal mean can be calculated as follows.

$$\text{Maximum score} = C + O + V + L + M$$

$$= (4 + 4 + 4 + 4 + 4) \times 5 = 100$$

$$\text{Minimum score} = C + O + V + L + M$$

$$= (1 + 1 + 1 + 1 + 1) \times 5 = 25$$

$$\text{Ideal Mean} = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$= \frac{1}{2} (100 + 25)$$

$$= 62.5$$

Furthermore, there were two independent raters in assessing students' writing. The first rater was the English teacher of Grade VIII who is qualified for assessing students' writing and the second rater was the researcher herself. In evaluating the students' writing, she and the collaborator gave an appropriate score in each aspect. The indicator of success could be seen from the increasing in the number of students who got good scores in Cycle 2.

#### **D. Data Collecting Instruments**

E. In collecting the data, the researcher used several instruments. There were in the form of interview guidelines, observation check list, and writing test. The interviews were conducted before, during and after the teaching and learning process with both English teacher and some students of VIII B class. It was aimed to get any information related to English teaching and learning process at SMPN 2 Depok especially in writing skill. It involved the teacher and the students as well. The interview transcript could help the researcher planning the actions to solve the problems related to the writing skill.

The researcher also took a note during the English classroom in the form of field notes. It covered students' behaviours and motivation in learning English. The researcher and the collaborator were able to see and take a note of students' progress in the classroom. Field note was used to record anything happen in the classroom during the teaching and learning process and it could be used by the researcher to determine the best actions.

The last instrument was the rubric score of students' writings. It was used to assess the students' writing ability in the pre-test and post-test. The rubric score focused on five aspects containing content, organization, vocabulary, language use, and mechanic in those test. The range of writing score of each aspect was 1 to 4 consisting different indicator.

## **F. Data Analysis Technique**

This research is qualitative in nature. However, the data were analyzed both qualitatively and quantitatively. The qualitative data were taken from the field notes and the interview transcripts. The field notes stated everything that happened in the teaching and learning process in the classroom. While the interview transcripts shows the students' data that are related to their affection in the process of teaching and learning writing.

The researcher also analyzed the quantitative data to know the tendency of students' writing scores. In this case, she used mean and standard deviation in analyzing the quantitative data. MacKay (2006: 43) states that mean is the average. In this case, it means the average of students' writing scores. It was calculated by adding up all scores and dividing them by the number of students in class. It is called empirical mean because it was gained by involving overall scores in the class. It should be above the ideal mean to define that the group of participants has a good achievement. Ideal mean could be defined as the ideal mean (score) that has to be reached by the group. It is calculated by adding up the highest score and the lowest score, and then dividing it into two.

## **G. Validity and Reliability of the Data**

The validity and reliability of the data in this research was based on the criteria proposed by Anderson in Burns (1999: 161-165). They are

democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. Each criteria is explained below.

a) Democratic validity

The democratic validity was obtained by interviewing the stakeholders of SMPN 2 Depok (teachers and students). In the interview, the stakeholders were given chances to express their ideas, opinion, and attitudes toward the problem faced, then the focus was to look for the solution of the problems. The interview was conducted before, during, and after the research to get their perspectives of the actions. She also had discussions with the English teacher as the collaborator in reflecting the actions during the implementation of the TAD strategy.

b) Outcome validity

Outcome validity means that the research is “successful” in solving the problems which are found in the writing class. The validity in this research was gained by analyzing the results of the actions. The results of the research were not only able to solve the problems but also led to new questions. To get the outcome validity, the researcher put back the problems at the VIII B students in a schema in order to make new questions.

c) Process validity

Process validity means the dependability and competency of the research. The process validity was gained during the process of implementing the TAD strategy in writing class. The researcher

collected the data by interviewing the English teacher and the students and making field notes to observe the teaching and learning process in Class VIII B at SMPN 2 Depok. It includes the students' behaviour and the students' competency in achieving the materials.

d) Dialogic validity

To get the dialogic validity, the researcher had dialogues with the teacher as the collaborator in discussing what she did during the implementation of the actions. So, the researcher can make some reflections in order to get suggestions to improve the next action. The researcher also gave chances to the teacher and the students to give responses of the implementation of the TAD strategy.

e) Catalytic validity

The catalytic validity is related to how the stakeholders respond to the changes occurring to themselves (Burns, in Madya 2006: 43). The researcher got the catalytic validity through those two cycles of the observation, action plans, implementation, and reflection that were done at the Grade VIII students of SMPN 2 Depok.

In order to get rounded perspectives and to avoid the subjectivity in analyzing the data, the researcher used two kinds of triangulation; time triangulation and researcher triangulation (Burns, 1999:163) as follows:

**1. Time triangulation**

The data of this research were collected over a period of time to identify the factors involved in the actions. The researcher obtained

the data on the students' improvement in writing by conducting pre-test and post-test. She also conducted interviews with the teacher and the students before, during, and after the actions. Moreover, the teaching and learning process was recorded in every meeting in the field notes.

## **2. Researcher triangulation**

The researcher asked another research member to help her in the reflection steps. It was done to avoid biased interpretations. Furthermore, the researcher also asked the teacher as the collaborator to observe the teaching and learning process so the teacher had much contribution in the process of documenting the field notes.

## **G. Research procedure**

The conclusion after the researcher conducted reconnaissance as well as the teacher is that the eighth grade students are still having difficulties to write a recount text. This situation is considered as a problem because when students don't get any way to express their ideas, they will not write well.

### **1. Reconnaissance Stage**

In the Reconnaissance stage, the data were about obstacles and weaknesses related to the English teaching and learning process. It was done to find the problems that needed to be solved through the TAD strategy. They were collected through observations and interviews. The researcher observed all activities related to students'



writing skills which were detected during the English teaching learning process in the classroom. The results of the observation were recorded and presented in the form of field notes. To strengthen the data collected previously, the researcher interviewed the other research members.

All of the data collected were presented in the form of identified field problems then were selected distinctively based on the level of difficulty, urgency, and feasibility. The problems which were considered having the medium level of difficulty, the more urgent level, and the most feasible would be overcome collaboratively.

## **2. Planning**

In this step, the researcher analyzed and interpreted the themes of the research or study. It is something like interpret the research data. The researcher may use classroom data, individual data, or subgroup data depending on the research questions.

## **3. Acting and Observing**

In this step, the researcher began to face with the subject of study. In this case, the subjects were students. The purpose of this step was to solve the problem which is students' low writing comprehension skill.

After acting, the researcher should elaborate the type of data, the data collecting procedure, and the instruments that are used to collect the data (observation checklist, field notes, and interview).

#### **4. Reflecting**

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The collaborator gave contribution to the reflection on the action that was taken. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes. The influences of the implementation on the student's involvement were identified. The results of the identification were determined as successful or unsuccessful ones. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.

## CHAPTER IV RESEARCH FINDINGS

### A. Reconnaissance

The research was started by finding the problems during the teaching and learning process of writing. In identifying the problems of the process of teaching and learning writing in Class VIII B, the researcher interviewed the English teacher, the students, and also conducted a classroom observation. The vignette below was one of the results of the researcher's observation during the teaching and learning process. It described how the process went through and the activity conducted by the teacher during the lesson.

Day/ Date : Wednesday, November 20<sup>th</sup> 2013

Time : 10.00-11.30 WIB

Place : Classroom of VIII B

Activity : Observation

.....

When the bell rang, the teacher entered the class. She did not give any greetings to the students, she just asked some of them to clean the classroom before the lesson started. Then, the teacher checked the students' attendance, checked who did not bring the dictionary and course book (*Let's Talk*). After that, the teacher opened the course book and gave some explanations about greeting, gratitude, complimenting, and congratulating. Then, the students were asked to guess the expression. When the teacher said "Any volunteer who wants to guess?" there was no student who wanted to come in front of the class to guess the expression. So for the rest of the expressions, the teacher should call their names. After that, the teacher explained about simple past and past continuous tenses. She wrote down the pattern on the white board and explained about those tenses. While she was doing these activities, some students only talked with their friends and paid no attention to the teacher. At 11.30 a.m the bell rang. The teacher finished the lesson. There was no homework to the students.

.....

The field notes show that the activity during the process of teaching and learning was not quite successful to get the students' interest. Most of them had no motivation to follow the lesson. It was indicated by the actions they did when the teacher explained the materials. Some of them often talked to their friends. This situation brought them into a passive condition. Therefore, the students' involvement during the teaching and learning process needed to be improved.

To strengthen the findings, the researcher also held interviews with both the students and the teacher. By interviewing the English teacher, she identified the problems that supported the early condition above. The following interview transcript shows the similar condition in the vignette.

- P : *Menurut Ibu bagaimana kemampuan bahasa Inggris siswa secara keseluruhan?* (Based on your opinion, how are the students' skills of English in general?)
- G : *Secara keseluruhan sudah cukup bagus mbak. Tapi ada **beberapa siswa yang masih kemampuannya masih low.*** (In general the students' skills of English was good, but there were some students who were still low)
- P : *Bagaimana pembelajaran menulis di kelas Bu?* (How about the teaching and learning writing in the class, Ma'am?)
- G : ***Jujur mba saya jarang sekali mengajarkan writing kepada anak-anak. Soalnya butuh waktu lama untuk mengoreksi hasil pekerjaan mereka. Saya cuman ambil materi dari buku Let's Talk mbak, sebagai tambahan mungkin cuma dari LKS. Kalau menulis itu, biasanya anak saya suruh menjawab pertanyaan dengan kalimat lengkap dari bacaan.*** (Honestly, I was very seldom to teach writing to the students, because it took a lot of time to correct the students' work. I just take the materials from course book "Let's

Talk” or LKS. In the writing class, the students are asked to answer the questions from the text.)

P : *Dalam menulis, siswa masih ada kesulitan atau tidak ya Bu?* (In writing, do the students still find any difficulties?)

G : *Iya mbak, memang untuk kemampuan menulis, rata-rata siswa di sekolah ini masih mengalami kesulitan.* (Yes, they do. The students in this school still find some problems in writing.)

P : *Berdasarkan pengalaman Ibu, penyebabnya apa ya Bu?* (Based on your experience, what are the causes?)

G : *Kalau menurut saya sih minat mereka dalam menulis itu kurang. Mereka pada umumnya juga **kesulitan dalam vocabulary dan tenses gitu**. Terus mereka juga kurang media sih ya Mbak. Paling sering kalau guru di sini ya pakai LKS Mbak. Jarang bisa menyiapkan media seperti gambar atau video atau music gitu. Lalu mereka juga seperti bingung mau nulis apa. Bahkan tanda baca yang sederhana saja mereka juga masih suka salah.* (In my opinion, they have less motivation in writing. They also have problems in vocabulary and tenses. In addition, they do not get any interesting media. The teachers here usually use the book only. They don’t have enough time to prepare media like pictures, video, or music. They also do not have ideas to write. They even have problems in using simple punctuation marks.)

(Interview 2, November, 20<sup>th</sup> 2013)

The following transcript shows the conversation between one of the students and the researcher. The transcript shows that the students still had difficulties in arranging words and using the correct tenses.

P : *“Kalau Diana gimana?”* (How about you, Diana?)

S2 : *“Susah nyusun kata-kata sama kata kerja bentuk ke-2 Miss.”* (Find it difficult to arrange the words and change VI into V2)

P : *“Oke,emm..biasanya selain pakai buku paket, Bu Kristin pakai media apa untuk menjelaskan materi?”* (Ok,emm..what kind of media that usually used by Mrs. Kristin except the course book?)

S3 : *“Nggak ada media Miss, biasanya itu kadang-kadang ya pake LKS.”* (There’s no media Miss, sometimes used LKS.)

(Interview I, November, 20<sup>th</sup> 2013)

They were also still confused how to produce sentences. It is supported by the following interview transcript.

- P : “*Kalau Faqih suka gak?*” (Faqih, do you like it?)
- S5 : “*Nggak suka Miss, soalnya nggak dong.*” (I don’t like it Miss, because I get lost on it)
- P : “*Nggak pahamnya biasanya soal apa?*”(what is part you that make you confuse?)
- S5 : “*Aku tuh bisa rumus-rumus, tapi lakau bikin cerita pake Bahasa Inggris masih bingung.*”(I know about the tenses but I still find it difficult to write a story in English.)

(Interview I, November, 20<sup>th</sup> 2013)

Based on the interview transcripts and the classroom observation above, the researcher found that the students’ writing skills did not meet the expectation yet. They had low writing skills. She concluded that there were some reasons dealing with this problem. The problem was caused by the students, the teacher, and the media used in the teaching and learning process.

To identify their ability in writing before the actions, the researcher conducted a pre-test. She asked the students to write a recount text. In this case, they wrote a recount text about holiday. The following example is one of students’ writing in pre-test.

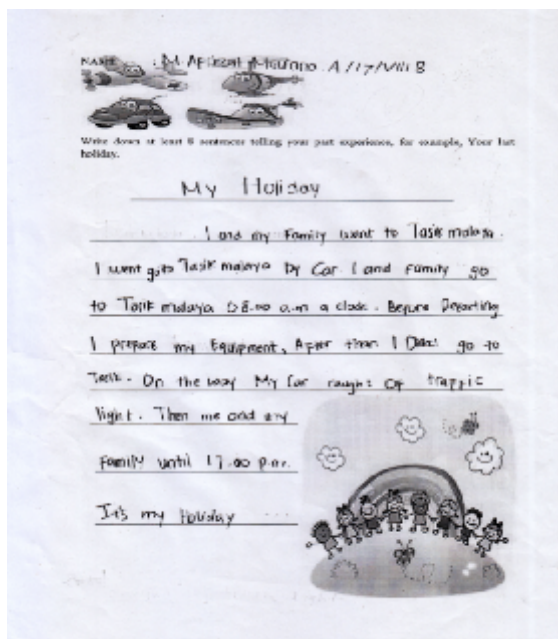


Figure 2: Afrizal's work

From the figure 2, we could see that the student still has low skills in constructing the story and mastering the grammar rules. Besides, he was still low in mastering the mechanics of writing (punctuation and capitalization). Furthermore, the result of the pre-test, the scores were varied. The mean score of their pre-test was 63.64. It indicates that the result was not satisfying. The table below presents their pre-test scores in details.

Table 3: The Students' Writing Scores in the Pre-test

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	0	0%
75 – 87.4	Very good	4	13%
62.5 – 74.9	Good	11	35%
50 – 62.4	Fair	13	42%
37.5 – 49.9	Poor	3	10%
25 – 37.4	Very poor	0	0%
Mean	63.64		

Based on the field notes, interview transcripts, appendices, and students' scores above, it can be concluded that there were problems in the teaching and learning process as mentioned below.

**Table 4: The Problems found in the English teaching-learning process in Eighth Grade Students, Class B of SMPN 2 Depok**

No	Problems	Codes
1.	Students' interest in mastering writing skill was varied among others.	S
2.	The English teacher was seldom to teach writing to the students.	T
3.	The students had low skills in writing.	S
4.	The teacher did not have time to evaluate the students' work.	S
5.	Some students considered that writing is difficult.	S
6.	Many students could not meet minimum requirements in writing.	T
7.	The teacher did not use suitable media to support the learning process.	Tec
8.	The English teaching and learning was teacher-centered.	Tec
9.	The teacher said that she had difficulties in teaching writing.	Tec
10.	The teacher just explained the materials based on the course book.	Tec
11.	Students lack of vocabularies.	S
12.	Students lack of the use of correct grammar and punctuation.	S
13.	Students still found it difficult to change V1 into V2	S
14.	Students found it difficult to arrange the sentences into a good paragraph / story.	S
15.	Most of the given materials were taken from the students' course book.	M

**S:** Student      **T:** Teacher      **M:** Media      **Tec:** Technique

Based on the problems above, the researcher and the English teacher discussed the main problems that had to be solved. Those problems were



determined by considering the urgency and the ability of the researcher. The formulation of the problems to be solved in this research is as follows.

Table 5: **The Urgent Problems to Solve**

No	Problems	Codes
1.	Many students could not meet minimum requirements in writing.	S
2.	Students lack of the use of correct grammar and punctuation.	S
3.	Students still found it difficult to change V1 into V2	S
4.	The English teaching and learning was teacher-centered.	Tec
5.	Students found it difficult to arrange the sentences into a good paragraph / story.	M

Finally, both the researcher and the English teacher as the collaborator determined the actions to overcome those problems with using the TAD strategy. During the actions, the researcher would be a teacher and the English teacher would be the collaborator.

## **B. Report of Cycle 1**

### **1. Planning the Actions**

Before the research was conducted, the researcher had to prepare and plan the materials that would be taught to the students. It was done in the planning stage. The researcher made a course grid and lesson plans based on the syllabus and prepared the related media. The strategy of the teaching should meet the goal of the teaching and learning. The material of this teaching and learning process was facilitating the students to write a recount text in a good order by using the language features and generic structures.

In this cycle, the researcher used a recount text that was adapted from website. The text was about someone's story in past. The selected

materials were integrated with a recount text. So, the students could stimulate their ideas first, before they got more explanation about the materials. Furthermore, the researcher used the TAD chart to explain how to write recount text more easily.

The teaching and learning process in this cycle was divided into three meetings. The first meeting was conducted on Tuesday, January 28<sup>th</sup> 2014. The second meeting was on Thursday, January 30<sup>th</sup> 2014 and the last meeting on this cycle was on Tuesday, February 4<sup>th</sup> 2014. Every meeting took about 80 minutes. The activities of this cycle are as follows.

In the first meeting, the researcher and the collaborator planned to explain the definition of recount text, the social function of recount text, and the language features of the recount text (simple past tense and time connectors or signal words). Firstly, the researcher planned to show a text as the model of recount text. The text was expected to be able to build the students' background knowledge about the recount text. Then, the researcher and the collaborator planned to give them an exercise done individually. The students were asked to change VI into V2 in form of regular and irregular verbs. She also gave the students an exercise done with their partners in order they could share their understanding. They were asked to complete a recount text using the appropriate words provided in the box. After that, the researcher asked the students to re-arrange some sentences

into the good orders. She also made field notes to record the teaching and learning process in the first meeting.

The researcher and the collaborator planned to continue the materials in the second meeting. In this meeting, the researcher planned to apply the TAD strategy to teach writing about the recount text. After explaining the materials, the teacher asked the students to find and change the wrong verbs on the recount text. They could do the task with their partner. For the next task, the researcher asked the students to arrange the jumbled paragraphs of the recount text. Then, they identified the generic structures and the language features of that text in order they could be familiar with those aspects. Then there would be a discussion and the researcher would correct the students' mistakes directly. After that, the researcher asked the students to make a draft of their writings done in groups in order they could share their understanding.

In the last meeting of Cycle 1, the researcher and the collaborator planned to ask the students to write a recount text as the first post-test. The students did the post-test individually. They were asked to write a recount text based on their experience in the past.

## **2. Action and Observation**

The researcher administered this cycle in three meetings. It seemed too short because one meeting consisted of 80 minutes. However, there was a consideration that had to be accomplished. It was

because this research focused on improving the students' ability in writing recount text. Therefore, the researcher was only given limited time to conduct the research. She prepared the materials according to the students' needs, interest, and the curriculum applied in the school since they focused on the explanation texts. She preferred applying the text-based syllabus design in the teaching and learning process. This syllabus led them to construct a text, to be able to work both in pairs and individually, and to enlarge their writing skills. The description of the actions is as follows.

**a. First Meeting**

The researcher conducted the first meeting on Tuesday, January 28<sup>th</sup> 2014. She began the class by greeting the students. After she greeted them and had a little talk with the students, she then checked their attendance. Then, she gave some questions directly about their past experience to stimulate the background knowledge of the students about the material. Then, she gave them a recount text entitled *Holiday in Jogja*. They firstly read the text by themselves. After that, they had to fill in the blank columns in the worksheet given by researcher. In this case, they worked individually. They looked serious in doing the task. It is described by the following field notes.

The next activity was to read a text entitled *Holiday in Jogja*. The students had to fill the blanks column in the worksheet given by researcher. They began to read by themselves. They opened their dictionary to help them in finding the words meaning. There were some students who asked the researcher when they did not find the meaning appropriately.

(Field notes 4, Tuesday, January 28<sup>th</sup> 2014)

After they finished doing the task, there was a discussion on the answers.

After it was done, the next activity was to have a discussion on the whole text. The students and the researcher studied the text together like identifying the tense that is *Simple Past Tense* and the generic structure of the text. She led them to recognize recount texts. The students were expected to be familiar with how to write the orientation, the events, and the reorientation. The transcript below showed how she explained the materials.

Researcher explained everything about recount text then. The researcher explained the social function, the generic structure, and the linguistic features. Most of the students were paying attention to the R.

(Field notes 4, January 28<sup>th</sup>, 2014)

After the text was discussed, the researcher gave them another exercise.

It was done in pairs. In this case, they had to complete a recount text using the appropriate words provided in the box. When the students were doing the task, she moved around them. She just intended to know whether the students understood about the material. After they finished doing the task, they wrote their answers on the whiteboard. A student wrote one of the answers. There were nine answers actually, while there were thirty-one students in the classroom. She did not call on them one

by one but she just directly offered the students to go in front. They were very enthusiastic to write down their answer on the whiteboard.

After all sentences were shown on the whiteboard, she began to correct them one by one. She involved the students to correct the wrong sentences. Then, they corrected their own work on their own seat. The situation in the classroom was noisy by having this task. They had a discussion with their friends. The description of the situation is as follows.

While they were doing the task, some students asked R about simple past tense. They still found difficulties to distinguish the verb which regular or irregular verb. The situation in the classroom was busy because the students discussed with their partner.

(Field notes 4, January 28<sup>th</sup>, 2014)

The field notes above show that the students were noisy in the classroom while they were discussing the task with their friends. Even they walked around the classroom to ask for some information. It was obvious that the situation in the classroom was busy.

After she finished correcting the students' sentences on the whiteboard, the researcher defined the result was good enough. Most students did the task well. They could complete the recount text using the appropriate words. However, some of them still made some mistakes. Related to the mistakes they made, she tried to explain more. The following field note showed what happened on that day.

After the students wrote their answers on the whiteboard, R checked their answers. Almost the students could complete the text well. However, some of them still made simple mistakes. They still confused in choosing the appropriate words to complete the text. Then R explained more about it.

(Field notes 4, January 28<sup>th</sup>, 2014)

Around the last ten minutes, she gave them the summary and the feedback about the materials given on that day. She checked again the students' understanding on the materials given.

#### **b. Second Meeting**

The second meeting was conducted on Thursday, January 30<sup>th</sup>, 2014. The researcher started the class by greeting the students and checking the attendance. After they were ready to start the class, she started passing the materials to them. Firstly, she tried to discuss the previous materials about the generic structures and the language features of the recount text. After that, she gave the previous recount text to the students as an input text. Then she asked them to pay attention to the text. After the researcher finished explaining the generic structures and the language features of the text, she asked the students to do the assignment about the simple past tense. There were fifteen wrong verbs that should be changed into past forms. After they understood, the researcher asked them to do the first task. The box below contains a note describing the class situation on that day.

The students understood the instruction and began to work. As usual, R walked around the class to observe them while they were doing the task. Some of them asked R whether their answers were right or not. The situation in the classroom was not fully silent because they were enthusiastic to do the assignment. It was shown that the students discussed with their

friends and some of them gave more explanations to their friends who did not really understand the material.

(Field notes 5, January 30<sup>th</sup>, 2014)

In reference to the field notes above, the students looked enthusiastic and serious in doing the task. They asked whether their works were right or not. It reflected that they actually wanted to do the task perfectly. After that, she moved to the next task or activity. She asked the students to rearrange the jumbled paragraphs about experience in the holiday. Then, they identified the generic structure and language features of that text. After they got the point, they did the activity enthusiastically.

Some of the students were still confused of the task that they should do. After getting explanation from R, they understood and started to do the task in pairs. The situation of class was busy because the students discussed each other. When they did the task, R walked around to check the students' work.

(Field notes 5, January 30<sup>th</sup>, 2014)

After that, the researcher tried to introduce the TAD chart to the students. She drew the TAD chart that consists of three columns (Transition-Action-Details) on the whiteboard. Then, she explained to the students what they could do with the columns. She explained that they could use the TAD columns to arrange their ideas before they wrote them into paragraphs. The researcher also gave explanation and example of the steps in using the TAD columns. After she finished explaining the steps, she asked the students to try to make their first draft through the TAD columns done in groups. That was the last activity on that day before they had the test for cycle one. She highlighted that they had to be aware of those materials. She also told



them to prepare and study for the post-test in the next meeting. When the bell tinkled, the researcher thanked to their participation on that day and said “good bye” to them and left the classroom.

**c. Third Meeting**

The third meeting was conducted on Tuesday, February 4<sup>th</sup>, 2014. She began the lesson by greeting the students. After she greeted them and had a little talk with the students, she then checked their attendance. In the third meeting, she asked the students to do the post-test 1 related to the materials that they had learned before. The researcher asked them to write a recount text based on their unforgettable experience. Firstly, she gave them a worksheet to do the post-test. Before she asked them to write, the reasearcher explained what they should do. They also could make the TAD columns first to help them in arranging the events of the story. They were allowed to open the dictionaries. After all students understood what they had to do, they started to write. The researcher gave 35 minutes to do the task.

When they were doing their task, the researcher walked around the class to make sure that they work individually. The following notes told what happened in the classroom on that day.

R walked around the class to make sure that the students worked individually and did not discussed with their friends. In the last five minutes, R alarmed them. Some of them had finished writing. Finally the bell rang as the sign that the time was up. They had to submit their writing. Some of them looked busy tidying their writing up.

(Field notes 6, February 4<sup>th</sup>, 2014)

When the bell rang, a student helped the researcher to collect their work.

Then, the researcher said good bye to them and left the classroom. She corrected their work and gave a mark as the post-test of Cycle 1.

### **3. Reflection**

The researcher and the teacher had a discussion about the influence of the actions to the students' writing ability. The discussion was based on the observations during the actions and the interviews with the teacher and the students. In this stage, the researcher and the teacher evaluated what happened in the first cycle. The reflection then would be used as a plan of the actions that would be implemented in the second cycle. The interview transcript is shown below.

- R: *“Saya yang kurang bisa mengatur waktu. Perkiraan saya juga terkadang meleset. Misalnya saya prediksi hanya memakan waktu 10 menit, eh ternyata lebih dari 20 menit. Mungkin itu juga karena saya harus mengkondisikan siswa yang ramai”.*(I could not manage the time well enough. Sometimes my prediction was not accurate. For example, in task 1, I estimated to use only 10 minutes, but it took 20 minutes. I also had to control those who were noisy.)
- T: *“Iya, ndak papa, namanya juga proses. Yang sabar saja, karena memang siswa itu kadang perlu penjelasan lebih.”* (It’s okay. It’s only a matter of your process. You just need to be more patient. Sometimes the students need extra explanation.)
- R: *“Iya Bu. Saya juga keliling kelas untuk memastikan siswa paham. Terkadang mereka bertanya lagi dan saya harus menjelaskan lagi Bu.”* (OK Ma’am. I also walked around to make sure that they understand. Sometimes they asked more and I had to re-explain to them.)
- T: *“Memang harus sabar dan telaten. Kalau disuruh bertanya sih malu, tapi kalau didekati mereka pasti bertanya.”*(Yes, you have to be patient. Sometimes they are shy to ask in front of their friends, so you should get close to them.)

(Interview3, February 4<sup>th</sup>, 2014)

From the transcript above, in Cycle 1, the teacher gave some suggestions to the researcher in conducting the teaching learning process in her research. It could become a reflection for her in order to teach better in the next cycle.

During the teaching and learning process in Cycle 1, the researcher observed the students’ activity in the classroom. She walked around the classroom to monitor their work. Sometimes she had to stop to answer their questions. It is described as the following transcript.

- R: *"Iya Bu. Saya juga keliling kelas untuk memastikan siswa paham. Terkadang mereka bertanya lagi dan saya harus menjelaskan lagi Bu."*(Yes. I also walked around to make sure that they understood. Sometimes they asked more and I had to re-explain to them.)
- T: *"Memang harus sabar dan telaten. Kalau disuruh bertanya sih malu, tapi kalau didekati mereka pasti bertanya."*(Yes, you have to be patient. Sometimes they are shy to ask in front of their friends, so you should get closer to them.)
- R: *"Iya Ibu. Lalu kalau aktifitas menulis siswa sendiri gimana Ibu?"*(Yes, Ma'am. Then, what can you say about the activities?)
- T: *"Sudah bagus. Ada kegiatan yang berpasangan, ada yang individu. Jadi ya sudah bervariasi. Yang berpasangan siswa bisa saling berbagi ide, yang individu ya siswa harus benar-benar mengeluarkan kemampuannya sendiri."* (Great. The students had both in-pairs activities and individual ones. They are various. They can share ideas in in-pairs activities. In individual tasks, they can optimize their skill independently.)

(Interview 3, February 4<sup>th</sup>, 2014)

The students sometimes wanted to have more explanations from the researcher. It indicated that they wanted to understand the materials deeply. Their enthusiasm increased in this cycle. The interview then can be claimed as the process validity.

- R: *"Bu saya hari ini sudah selesai dalam memberi penjelasan di cycle 1. Lalu pendapat Ibu tentang materi dan penjelasan yang saya berikan bagaimana Bu?"* (I have finished Cycle 1 Ma'am. What's your opinion about the materials and my explanation?)
- T: *"Materinya sudah bagus ya, variatif begitu. Anak- anak juga terlihat lebih antusias mungkin karena kolom TAD sangat membantu."* (The materials are good. They are varied. The students seemed more enthusiastic. It might be caused by the TAD chart.)
- R: *"Kalau proses pembelajarannya bagaimana Bu?"* (What about the process then?)
- T: *"Secara keseluruhan sudah baik ya sudah berdasar RPP. Tetapi mungkin kadang perlu improvisasi sedikit saat di lapangan."* (Overall, you did well. You taught as your lesson plan. However, you have to make some improvisation and modification in the real field sometimes.)

(Interview 3, February 4<sup>th</sup>, 2014)

In this stage, the researcher interviewed the students to know whether her explanation was clear. The following transcript describes what actually happened. This conclusion could be said as process validity.

R: "*kalau Nadia, ada kesulitan gak dalam belajar hari ini?*" (Well Nadia, do you have any difficulties in learning today?)  
S: "*Masih ada Miss*" (Yes, I do.)  
R: "*Bagian mana yang masih sulit?*" (What's that?)  
S: "*Ya suka masih bingung aja make simple past tense.*" (I am still confused simple past tense.)  
R: "*Kalo penyusunan kalimatnya gimana?*" (What about the structure of sentence?)  
S: "*Ehm udah mending sih*" (I know it better now.)

(Interview 4, February 4<sup>th</sup>, 2014)

From the interview transcript above, it could be said that the explanation was clear. However, the students still found difficulties in using simple past tense. The conclusion is also supported by the following interview transcript.

R: "*Saya pengen tanya tentang recount text ne. Ada kesulitan gak untuk pembelajaran hari ini?*" (I want to ask you about the recount text. What is your problem in learning today?)  
S: "*Sudah lumayan paham Miss.*" (I think, I understood enough about the materials.)  
R: "*Benerannih?*" (Are you sure?)  
S: "*Iya. Tapi masih suka lupa.*" (Yes, but sometimes I still forgot.)  
R: "*Lupa apa?*" (What is that?)  
S: "*Kalo ngubah VI ke V2.*" (In changing the VI into V2.)

(Interview 4, February 4<sup>th</sup>, 2014)

From the transcript above, they stated that the materials related to the recount texts were actually understandable. However, they claimed that the difficult thing was in changing the VI into V2.

The researcher also interviewed them to know their opinion in which she could identify the changes before, during, and after the actions. From the interview, it was obvious that she controlled the class activity well. This conclusion could be said to have catalytic validity.

R: "*Tadi udah menulis pake kolom-kolom, ya kan?*" (You wrote based on some pictures, didn't you?)

S: "*Iya.*" (Yes, I did.)

R: "*Ada gak bedanya pake kolom dulu sama gak pake kolom?*" (Is there any differences in writing with columns or without columns?)

S: "*Ada Miss.*" (Yes, of course.)

R: "*Apanya yang bikin beda?*" (What makes writing using columns or without columns?)

S: "*Ceritanya jadi lebih nyambung.*" (The story was more coherence.)

(Interview 4, February 4<sup>th</sup>, 2014)

From the interview it could be concluded that the students had some progress by using TAD strategy. They said that they got better understanding in generating ideas, in using tense, and in constructing sentences.

At the end of the Cycle 1, she collected the students' works. She gave a mark as the post-test of the Cycle 1. The following is an example of students' writing-test of the Cycle 1

- Drafting

17

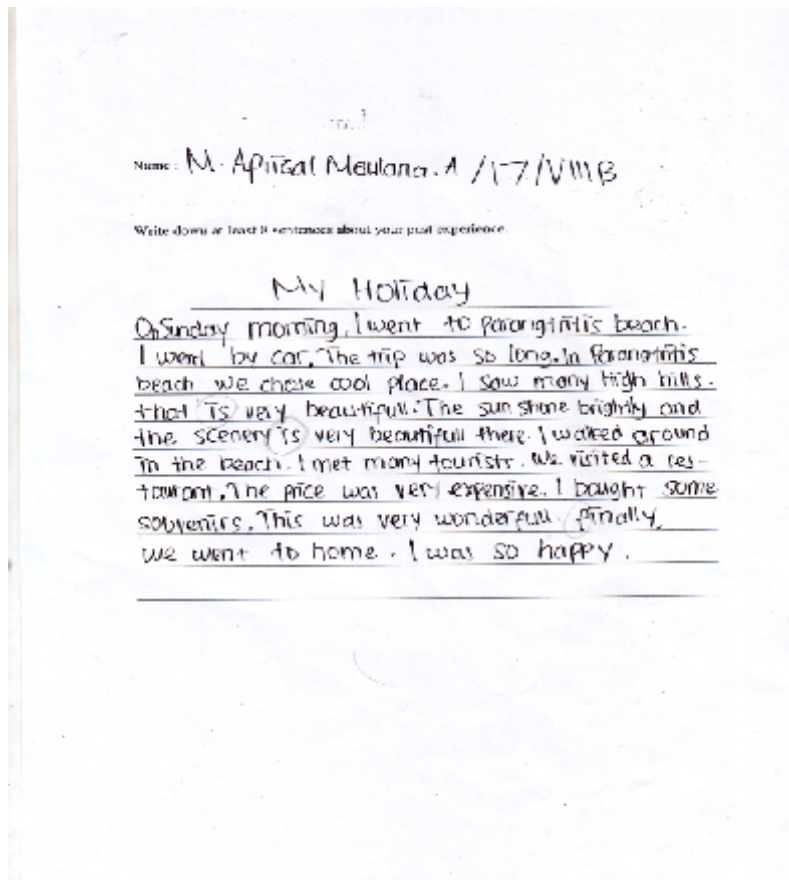
Name : M. Afrizal Maulana VIII B

Title : Parangitis

Transition	Action	Details
On Sunday Morning	I went to Parangitis Beach	By Car the trip was so long
Parangitis In beach	we chose place cool	
	I saw many high hill	This is very Beautiful
	I walked around in the beach	I met many tourist
	We visited a restaurant	The price is very expensive
	I bought some souvenirs	This is very wonderful
finally	We <del>to</del> went to home	I so happy

(Figure 3: Afrizal's work)

- Final Drafting



(Figure 4: Afrizal's work)

From the student's writing, it is obvious that his work was better. This conclusion is also supported by the similar results of interview between the researcher and the teacher as presented below. This conclusion can therefore be said to have outcome validity.



R: *“Kalau dari tulisan siswa, menurut Ibu bagaimana?”*(What’s your opinion about the students’ writing skill?)

T: *“Kalau yang di pre-test masih cukup memprihatinkan ya. Tapi kalau saya lihat tadi dalam proses KBM di Cycle 1, anak- anak sudah terlihat mudeng dengan penulisan verbnya terus tanda baca dan kapitalisasinya, memunculkan idenya seperti itu Mbak. Saya kemampuan siswa bisa bertambah di cycle berikutnya.”*

(Their skill after the pre-test was still poor. However, it is getting better during the action of Cycle 1. The students understood the verb, punctuation, and capitalization. I guess it can still be improved in Cycle2.)

R: *“Kalau menurut Ibu bagaimana partisipasi siswa dalam belajarmenggunakan strategi ini ya Bu?”* (What about the students’ participation in class?)

T: *“Ya seperti saya bilang tadi kolom-kolom TAD bisa menarik perhatian siswa. Walau terkadang masih ada yang rame, tapi itu masih wajar kan?”* (I think the TAD chart can attract the students’ attention. However, there were some students who talkedwith other.)

(Interview 3, February 4<sup>th</sup>, 2014)

There were some comments dealing with the implementation of TAD strategy in the first cycle. The researcher gained the comments from both the teacher and the students. In this case, the students gave positive comments. They said that they were more interested in writing a recount text. The use of TAD strategy helped them to write a recount text. They felt that they got better understanding on the materials, especially in writing. They seemed enthusiastic in the teaching and learning process. They paid attention to the researcher’s explanation. After they felt that the materials were clear, they did the activities or the tasks seriously.

The TAD chart helped them to check their writing before they rewrite into final drafting. Before they used the TAD chart, it was rather difficult for

them to arrange and develop the ideas. When they used the TAD chart, their ideas were stimulated.

After implementing the TAD strategy to the students, the researcher scored the last task as a post-test in Cycle 1. It was given to know their writing skills after the actions in Cycle 1. Table 6 shows the students' writing scores in Cycle 1.

**Table 6: The Students' Writing Scores after Cycle 1**

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	0	0%
75 – 87.4	Very good	10	32%
62.5 – 74.9	Good	13	42%
50 – 62.4	Fair	8	26%
37.5 – 49.9	Poor	0	0%
25 – 37.4	Very poor	0	0%
Mean	68.34		

In general, the percentage of their writing skills was not good yet though there were no students that were categorized in excellent. Then, there were only 10 students who were categorized as very good and 13 students who were categorized as good. And the last, there were 8 students who were categorized as fair. However, the frequency of the very good category increases from the previous test. In the pre-test, there was 4 students in the very good category. Meanwhile, there were 10 students in the very good category after Cycle 1. It can be seen from the table that their writing score in Cycle 1 can be categorized into *excellent (0 student)*, *very*

*good (10 students), good (13 students), fair (8 students), poor (0 student), and very poor (0 students).* There were 23 students who had good writing skills and 8 students who had poor writing skills.

From the scoring rubric, the researcher found that the ideal mean score was 62.5. In fact, the students' mean score was 67.70. It was higher than the ideal mean score although it was better than the mean value in the pre-test. It means that their skills in the writing still needed to be improved. The researcher also should improve the mean score of the students' writing scores although it improved after Cycle 1.

However, comparing the writing pre-test mean score with the writing post-test mean score at the end of Cycle 1, the researcher concluded that the students' writing score increased because of the use of the TAD strategy. The frequencies on the good category increased from 11 students to 13 students. On the very good category, the frequencies increased from 4 students to 10 students. Meanwhile, the frequencies on the fair decreased from 13 students to 8 students. Then, on the poor category decreased from 3 students to 0 students. Moreover, the mean score in the class increased from 63.64 to 68.34. The following is the result of students' writing scores before and after the action in Cycle 1.

**Table 7: The Comparison of the Students' Writing Scores Before and After Cycle 1**

Scores	Category	Pre-test		Cycle 1	
		Frequency	Percentage	Frequency	Percentage
87.5 – 100	Excellent	0	0%	0	0%
75 – 87.4	Very good	4	13%	10	32%
62.5 – 74.9	Good	11	35%	13	42%
		Pre-test		Cycle 1	
		Frequency	Percentage	Frequency	Percentage
50 – 62.4	Fair	13	42%	8	16%
37.5 – 49.9	Poor	3	10%	0	0%
25 – 37.4	Very poor	0	0%	0	0%
Mean		63.64		68.34	

After the researcher conducted Cycle 1, there was a better improvement on the students' writing skills. In addition, the researcher analyzed the result of their writing and concluded that there were improvements in writing aspects, namely generating idea, using tense, using correct spelling, using correct capitalization and punctuation and slightly improvement on the sentence structure and vocabulary. She tried to improve the students' writing skills by conducting actions in Cycle 2, especially to make the mean score higher than in this cycle.

#### **4. Summary**

In this cycle, there were some improvements and weaknesses after the TAD strategy was implemented in the teaching and learning process of writing. The improvements and weaknesses of Cycle 1 are presented as follows.

##### **a. The improvements of Cycle 1**

- 1) Using the TAD strategy was successful to stimulate and gain the ideas to write. It could be seen from the students' works that consisted of more sentences compared to their work before the TAD strategy was implemented.
- 2) Using the TAD strategy increased the students' motivation in the teaching and learning process of writing because it attracted the students' interest to the materials given. As the result, they became motivated and enthusiastic when they wrote a text individually.
- 3) The students actively participated in writing because the TAD strategy and other supporting activities were selectively chosen to make the students more active in doing their activities.
- 4) Some detailed tasks given helped the students to minimize their mistakes in grammar, spelling, and punctuation. The tasks could train their skills before they wrote a whole text.

**b. The weaknesses of Cycle 1**

- 1) Some students did not take part in discussion. They did not pay attention on the researcher's instruction.
- 2) Some students got difficulty to express their ideas to be well-constructed because of lacking of grammar, vocabulary and writing mechanic.
- 3) Some students lost their focus as they lost their interests in criticizing their friends' writing and students spent most of their time for social talk.

## **C. Report of Cycle 2**

### **1. Planning**

In Cycle 2, the researcher still used the TAD strategy to improve the students' writing skills. In the previous cycle, they showed some improvements related to their involvement in the learning and teaching writing process. First, their motivation increased because the strategy in implementing the TAD chart could attract their interest during the lesson. Next, the students also interested in the researcher's explanation though sometimes there were students who still madenoisy. The last, they showed their enthusiasm in the teaching and learning process. It could be seen from their participation during the lesson that they wanted to be volunteers to write their answers on the white board.

In addition, their writing skills also improved through the use of the TAD strategy. They could generate ideas; make sentences in the correct grammatical form, apply the appropriate tense, and use the appropriate vocabularies. However, those aspects still could be optimized in the second cycle. Furthermore, the students' awareness about punctuation and capitalization could be improved in this cycle. The researcher also had to make their scores homogenous in this cycle. As seen in Cycle 1, their scores were various. It indicates that there was a difference among their scores. It should be homogenous in

the second cycle to make sure that their writing skill was similar to each other in the classroom.

The second cycle contained two meetings before the students got their post-test. The first meeting was held on Thursday, February 6<sup>th</sup> 2014 and the second meeting was on Wednesday, February 12<sup>th</sup> 2014. As the discussion between the teacher and the researcher, in this cycle she still focused on explaining about the recount text. She also intended to optimize the students' awareness in using punctuation and capitalization. The activities of this cycle are as follows.

In the first meeting, the researcher planned to give a text about holiday. Through the text, the students were expected to be able to remember the previous materials. Next, the students were asked to identify the generic structure and language features of a recount text. The researcher also planned to give the students exercises to deepen their understanding on the recount text. The tasks were still about the simple past tense. She planned to explain more about the details of the recount text in this meeting because that would be the last meeting before the students were asked to write a recount text individually.

In the last meeting of Cycle 2, the researcher planned to give a test for the students as the second post-test. The meeting was conducted on February, 12<sup>th</sup> 2014. This cycle only consisted of two meetings because of some considerations. First, the Grade VIII of SMPN 2 Depok would have a tryout in the following the week. Then, they had

to prepare for the next materials. So, the researcher just had a limited time to continue her research in Gade VIII B of SMPN 2 Depok. After discussing with the collaborator, the researcher planned to ask the students to write a recount text as the result of Cycle 2. The students did the post-test individually. They were asked to write a recount text based on their experience in the past.

## **2. Action and Observations**

The actions in the second cycle were conducted in two meetings. They were on February 6<sup>th</sup> and on February 12<sup>th</sup>, 2014. The text type was still a recount text. The recount text was still about the experience in the past. She selected the theme based on students' needs, interests, and the curriculum applied in the school. She taught how to organize a paragraph, arrange the sentences, use appropriate conjunctions, and compose a recount text. The implementation of the actions is described as follows.

### **a. First Meeting**

The meeting was held on Thursday, February 6<sup>th</sup>, 2014. In this meeting, the researcher came to the classroom as usual. She greeted the students cheerfully. She then checked their attendance. Then, the researcher showed a model of a recount text entitled *Our Trip to the Blue Mountain*. She gave more explanation about the generic structure and the language features of the recount text. After that, the researcher and the students identified the generic structures of the text together. The students



understood it that they could answer the questions. Then, they tried to identify the language feature of the text. When they discussed it, it seemed that they had understood about it. The researcher also reminded them about the spelling, punctuation, and capitalization.

After there were no more questions from the students, she continued the activity of that day. In the next activity, the students had to change the wrong verbs on the text that was *A visit to a sheep property*. There were ten wrong verbs that had to be changed into the correct ones. After that, they had to do the next task. The students had to make a circle and correct some mistakes in a recount text entitled *A Study Tour to Bali*. They worked in pairs, so they could share their knowledge to each others. The situation is explained below.

After that, the students were asked to do the next tasks. The students had to make a circle and correct some mistakes in a recount text entitled *A Study Tour to Bali*. They could do the task with their partner. The situation of the class was noisy because they discussed each others.

(Field notes 7, February 6<sup>th</sup> 2014)

The researcher reminded the students about the correct forms of the sentences, such as conjunction, capitalization, and sentence parallelism. They did their works for about 20 minutes. It seemed that they listened to the researcher's explanations carefully. Sometimes when the researcher explained, she asked whether the students understood or not. She just intended to make sure that all students could grasp the materials well. The researcher then discussed the answers with the students.

Before the researcher continued the activities, she asked the students whether it was already clear or not. If there was unclear explanation, she would repeat to explain it. They stated that they actually understood the materials. Therefore, the researcher could move to the next activity. The next activity was about making first draft using the TAD chart. There were three columns that should be filled. They were transition, action, and details. After getting the instructions from the researcher, they began to write the events of their story based on their experience in the past. In this task, the students had to do the exercise individually. They practiced to make a correct sentence by themselves because that was the last task before the students had to do the final post-test. As usual, the researcher moved around to make sure that the students did their work individually. Some of them also asked the researcher whether their sentences were right or wrong. The following box contains a note taken on that day that reflected the teaching and learning process. It belongs to the process of validity.

The students began to do the exercise as what R instructed. In this task, they had to do individually. They looked serious to do the exercise. R got around the class to supervise the students. Sometimes some of them asked R some questions. The situation in the classroom was busy because the students who could do the task helped their friends to do the exercise.

(Field notes 7, February 6<sup>th</sup> 2014)

After several minutes, most of them finished doing the exercise. Then, the researcher asked some students to write their first draft on the white board.

From those sentences, it could be said that the students had understood about the materials. They understood the use of the correct capitalization, and parallelism of the sentence. However, there was still a mistake about capitalization. One student made a mistake in using capital letter in the first sentence. He said that he understood about the material, but he just was not aware about it. From the case, the researcher often reminded the students that they had to be aware about the punctuation, capitalization, spelling, sentence structure, and parallelism of sentence because those aspects were very important in their writing. The following box contains some notes taken on that day that reflects the teaching and learning process.

After the students finished the task, R asked them to write their sentences on the whiteboard. After they finished writing on the board, R checked their sentences. The students corrected their sentences in their books. Overall, their sentences were acceptable. However, some of them were not aware and did simple errors. They forgot about the capitalization. R emphasized that the students have to be more aware of the errors.

(Field notes 7, February 6<sup>th</sup>, 2014)

Before closing the teaching and learning process, the researcher asked the students whether they still had difficulties or not. Then, she decided to review the materials that they had learned before. It could strengthen the students' understanding about it. The following box contains the notes taken on that day that reflect the teaching and learning process.

After finishing all the materials on that day, R confirmed whether the materials were clear or not. Finally, the researcher reviewed the overall materials about the explanation text started from its language features, social function, generic structure, conjunctions, punctuation, capitalization, and spelling. The review aimed to stimulate the students' memory because there would be the post-test in the next meeting. After she finished explaining, the researcher asked them again. She asked whether the materials so far were clear and understandable or not. Most of them said that they have understood about the recount text more than before.

(Field notes 7, February 6<sup>th</sup>  
2014)

Finally the bell rang. It means that the class had to be ended on that day. The researcher reminded them to prepare for the post-test in the next meeting. Then, she said goodbye and left the classroom.

#### **b. Second Meeting**

The second meeting was held on Wednesday, February 12<sup>th</sup> 2014. In this meeting, the students had to write a recount text. It was still about their experience in the past. Their writing was scored as the post-test of Cycle 2. The researcher entered the classroom. She greeted the students warmly. She then checked their attendance list. There were four students who did not come on that day. They were sick. That was not good enough because not all of them could participate in the test. The researcher had a little talk with them. It aimed to relax them before they did the test. Besides, it aimed to remind them about the recount text briefly.

She provided the students' sheets to the students after knowing that they were ready. She explained what they had to do. They had to write a

recount text about their experience in the past, for example about holiday. In doing this post-test, the students had to apply what they had learned about the recount text in the previous meetings. They were allowed to open their dictionary as long as they did the test individually. After they were ready, the researcher instructed them to start writing the recount text. They wrote the text seriously. The situation in the classroom was quiet. It was not like the previous meetings when they were noisy. The researcher walked around to control them. Sometimes she asked some of them to be quiet. When the researcher informed the students that there were ten minutes left, they seemed panic.

The following box contains a note taken on that day that reflected the teaching and learning process.

The students did the test calmly. However R reminded the students who were noisy sometimes. R got around the class to supervise the students. R alarmed the students that there were 10 minutes to go. Some of them looked nervous. R reminded them again in the last 5 minutes. There were some students who finished doing the posttest.

(Field notes 8, February 12<sup>th</sup> 2014)

Finally, the time was up and the students submitted their work. She gave a mark as the post-test in Cycle 2. At the same time, the teacher came to the class and told that the researcher could use the break time to interview the students. She used that time effectively to interview the students. After she finished interviewing some students there, she thanked the students for their participation and she expected that all of them would get success in their study.

Finally, the time was up. The researcher then went outside the classroom. The researcher gave a mark as the post-test in Cycle 2.

### 3. Reflection

Finally, the researcher did not find any significant problem in the second cycle. The students did good progress on their writing skill. They seemed enthusiastic and interested in learning English writing. TAD strategy was one of the reasons why they enjoy the teaching and learning process. The materials that were given by the researcher were various than before. The following description consists of discussion between the researcher and the teacher about the actions that had been done. The conclusion can be said as the process validity.

- R: *"O ya Bu, menurut Ibu, selama ini bagaimana saya megajar di kelas Bu?."* (OK Ma'am. What's your opinion about my teaching performance so far?)
- T: *"Sudah bagus, manajemen siswa, kelas, waktu. Materinya juga bagus."* (It's getting better. I mean you're better in managing the students, the class, and the time now. You have good teaching materials.)
- R: *"Kalau dari perkembangan siswa bagaimana, Bu?"* (Well, what about the students' improvement then?)
- T: *"Ya secara keseluruhan membaik, jauh lebih baik malah. Kesulitan mereka seperti kosakata, tanda baca, ejaan, pola kalimat, tense, dan sebagainya sudah meningkat. Ya masih ada kesalahan mereka, tapi yang jelas ada peningkatan."* (Overall, they are much better in writing. Their ability in vocabulary, punctuation, spelling, tenses, structure, capitalization and so on are getting better. They still make mistakes but they show positive improvement at least.)

(Interview 5, February 12<sup>th</sup> 2014)

They could find their ideas autonomously through the TAD strategy. When they did the task both in pairs and groups, they could share their ideas to each other. They could also work independently when they had individual tasks.

They had positive responses on the materials. The conclusions are supported by the following interview transcript between the researcher and the teacher. It took place in the school office of SMP N 2 Depok. It can be claimed as the process validity.

- R: *"Lalu menurut ibu penggunaan TAD strategy ini efektif tidak Bu dalam membantu writing siswa?"* (Well, Ma'am, do you think that TAD strategy can improve the students' writing skill?)
- T: *"Oh ya ya. Kolom-kolomnya itu membantu siswa mengeksplorasi ide. Jadi siswa lebih terarah dalam menjelaskan proses- prosesnya. Ya pada intinya strategi tadi meningkatkan kemampuan menulis siswa."* (Oh, I think the TAD chart helped the students to explore their idea. So, they can explain the process clearly. In short, the strategy can improve the students' writing skill.)
- R: *"Alhamdulillah. Ya setidaknya saya melihat kemajuan yang menyenangkan dari pretest hingga setelah cycle 2 ini Bu. Lalu, kalau menurut Ibu, ada subskill yang masih harus ditingkatkan tidak Bu?"* (Alhamdulillah. At least we have the same conclusion. What I see is that they show good improvement in writing from pre-test until Cycle 2. And then, according to you, are there any subskills that must be improved?)
- T: *"Ya sebenarnya dengan strategi yang Mbak sudah ajarkan itu cukup meningkatkan siswa dalam hal menulis recount yang dibantu dengan kolom TAD, lalu ada peningkatan juga dalam hal pengembangan ide dan penggunaan simple past tensenya juga saya rasa cukup baik. Namun kadang masih ada salah- salah sedikit dalam pola kalimat gitu kan mbak, ya namanya juga bahasa asing, gak bisa 100% benar begitu."* (Actually, through this strategy, the students' ability in writing recount text was improved. Then, there was also an improvement about developing their ideas through TAD strategy. In addition, the use of simple past tense was good enough. Although there were still some mistakes in sentence structure."

(Interview 5, February 12<sup>th</sup> 2014)

Based on the interview transcript above, the students' writing skills improved. The facts that TAD strategy could improve their writing skill were supported by the transcripts of the interview between the researcher

and the students. The teacher as an observer said that the students were more enthusiastic in learning English writing. The teacher also stated that the researcher prepared various materials that could attract the students' attention. In fact, they did not get bored easily during the teaching and learning process. The researcher gave so clear instructions to them that they could simply catch the instructions. The most significant difference between before and after the actions was that the students' skills on writing increased because of well-prepared materials. The conclusions are also supported by the transcript of interview between the researcher and the students. It can be said as the process validity.

- R: *Ada bedanya gak dek menulis dengan kolom-kolom TAD dan menulis gak pake kolom-kolom TAD?*(Is there any difference between writing with TAD chart and without TAD chart?)  
 S: *Jelas ada Miss.* (Yes, of course.)  
 R: *Apa itu?* (What's that?)  
 S: *Ya pas nulis kalo pake kolom TAD tu lebih terarah gitu Missnyusun ceritanya.*(If I write with the TAD chart I am not confused to organize the text.)  
 R: *Maksudnya pas nulis peristiwa-peristiwa dalam ceritanya ya?* (Do you mean in writing the events of the story?)  
 S: *Ya itu Miss.* (Yes, that's right.)  
 R: *Okay. Kalo daftar signal words atau penghubungnya itu gimana, masih sulit gak?* (OK. What about the signal words?)  
 S: *Udah gak bingung lagi Miss kan kita bisa ngecek dulu penghubungnya udah tepat apa belum.* (I was not confused anymore, because I could check the signal words first.)  
 R: *Ok deh. Terus gimana kamu menilai kemampuan menulis kamu setelah menggunakan TAD kolom ini? Mungkin lebih pede gitu atau gimana?*(Well, can you describe your ability in writing after using the TAD strategy? Did your skill improve after the actions of two cycles?)  
 S: *Ya jadi lebih baik lagi nulis.* (Yes, it can improve my skill of writing.)  
 R: *Di bagian mana tu nambahnya?* (In which part?)  
 S: *Ya tadi nyusun cerita yang nyambung sama menggunakan tense yang tepat.* (As I stated before that is in making good recount text and using appropriate tense.)  
 R: *Kalo idenya gitu gimana?* (What about the idea?)



S: *Aku bisa punya gambaran buat nulis, soalnya temanya kan pengalaman pribadi jadi ya bisa lah.* (I can organize my idea well, because it is about our own experience.)

(Interview 6, February 12<sup>th</sup> 2014)

Overall, the students said that the implementation of TAD strategy could make their writing better. This conclusion is supported by the following transcript.

R: *Ok, ada bedanya gak menulis pake kolom TAD dan gak pake kolom TAD?* (Okay, is there any difference between writing with TAD chart and without TAD chart?)

S: *Ada.* (Yes, it is.)

R: *Apakah itu?* (What is that?)

S: *Aku punya ide lebih buat nulis kalo pake kolom TAD.* (I have more idea when using TAD chart in my writing.)

R: *Kalo kolom transisinya membantu gak?* (What about the transition column?)

S: *Itu juga mbantu buat ngecek penghubungnya udah sesuai belum.* (It also helps me to check whether the signal words were appropriate or not.)

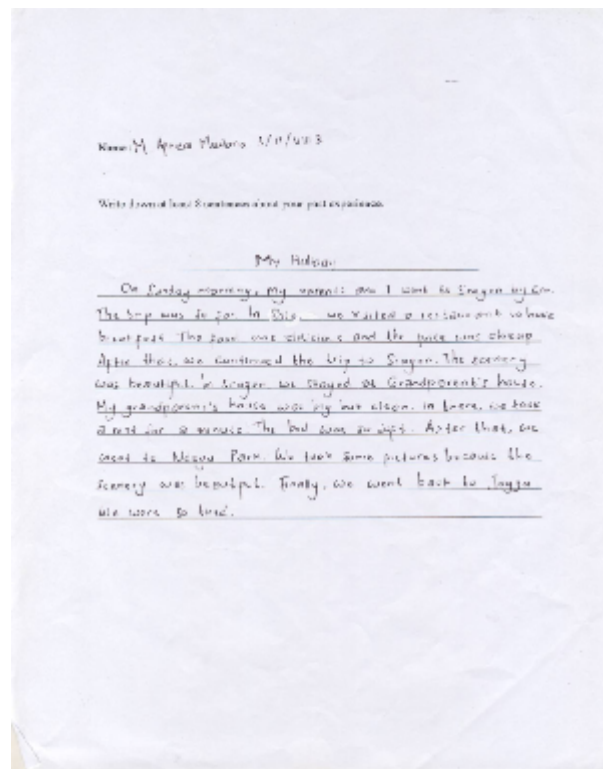
R: *Pertanyaan terakhir. Ada peningkatan gak kemampuan menulis kamu kalo pake kolom TAD?* (This is the last question. Is there any improvement in your writing skill using the TAD chart?)

S: *Ya pasti ada. Kemampuan menulis teks recount jadi meningkat.* (Yes, of course. It is about my ability in writing recount text.)

(Interview 6, February 12<sup>th</sup> 2014)

At the end of Cycle 2, the researcher gave a mark as the posttest of Cycle 2.

The following was an example of students' writing.



(Figure 5: Afrizal's work)

Based on the students writing, it was obvious that they still made some mistakes but those were not as many as the mistakes in the previous tasks. This conclusion is also supported by the similar conclusion based on the result of the interview between the researcher and the students as presented below. This conclusion could be said to have outcome validity.

R: "*Gabriella, tadi sudah menulis dengan kolom TAD ya?*" (Gabriella, did you write with TAD columns?)  
 S: "*Iya.*" (Yes.)  
 R: "*Ada bedanya gak dek menulis dengan kolom TAD dan menulis gak pake kolom TAD?*" (Is it different when you had no TAD columns?)  
 S: "*Ya ada Miss*" (Yes, of course, miss.)  
 R: "*Apa bedanya?*" (What is that?)  
 S: "*Ya pas nulis kalo pake kolom TAD tu lebih terarah gitu Miss gak bingung bingung ngurutin ceritanya.*" (I am not confused anymore about what I will write when using TAD columns.)

(Interview 6, February 12<sup>th</sup> 2014)

Another student also stated that she had understood much better after she got TAD strategy in learning writing. The following box contains a conversation between the researcher and the student.

R: "*Tadi kan kalian sudah menulis dengan TAD chart ya? Nah itu ada bedanya gak nulis pake TAD chart dan gak pake TAD chart?*" (Well, you had TAD chart in learning, didn't you? Is it different from the previous when you had no TAD chart?)  
 S: "*Iya. Kalo aku nulis pake kolom TAD tu jadi bisa ngecek critanya udah nyambung apa belum.*" (Yes, it is. When I wrote using TAD columns, I can check whether the events had be coherence or not yet.)  
 R: "*Terus kalo kemampuan Adik menulis setelah pakai TAD chart ini meningkat gak?*" (Does your skill in writing improve using this chart?)  
 S: "*Ya. Jadi lebih mudah Miss jadi punya gambaran mau nulis apa.*" (Yes it is. It will be easy to generate ideas.)  
 R: "*Kalo tensesnya gimana?*" (What about the tenses?)  
 S: "*Aku jadi bisa sekarang.*" (I can use the tenses well, now.)

(Interview 6, February 12<sup>th</sup> 2014)

The teacher also stated that overall; TAD strategy had made the students' writing better. This statement was stated in the following conversation between the researcher and the teacher.

- R: *Kalau dari perkembangan siswa bagaimana, Bu?* (What about the students' improvement then, Ma'am?)
- T: *Ya secara keseluruhan membaik, jauh lebih baik malah. Kesulitan mereka seperti kosakata, tanda baca, ejaan, pola kalimat, tense, dan sebagainya sudah meningkat. Ya masih ada kesalahan mereka, tapi yang jelas ada peningkatan.* (Overall, they are much better in writing. Their ability in vocabulary, punctuation, spelling, tenses, structure, and so on are getting better. They still make mistakes but they show positive improvement at least.)
- R: *Lalu menurut ibu penggunaan TAD strategy ini efektif tidak Bu dalam meningkatkan kemampuan siswa dalam menulis?* (Well, Ma'am, do you think that TAD strategy is effective to improve the students' writing skill?)
- T: *Oh ya iya. Kolom TAD nya itu membantu siswa mengeksplorasi ide. Jadi siswa lebih terarah dalam menjelaskan peristiwa-peristiwa dalam cerita. Lalu pemilihan tema cerita itu juga membantu siswa dalam penulisan. Karna kan siswa jadi lebih mudah untuk bercerita kan tentang pengalaman mereka sendiri. Ya pada intinya strategi tadi meningkatkan kemampuan menulis siwa.*  
(Oh, TAD strategy helped the students to explore their ideas. So, they could explain the process clearly. Then about the the theme, it helped them in writing their story because it was about their own experience. In short, TAD strategycan improve the students' writing skill.”
- R: *Alhamdulillah. Ya setidaknya saya melihat kemajuan yang menyenangkan dari pretest hingga setelah Cycle 2 ini Bu.*(*Alhamdulillah. At least we have the same conclusion. What I see is that they show good improvement in writing from pretest until Cycle 2, Ma'am.*)

(Interview 5, February 12<sup>th</sup> 2014)

After giving some tasks to the students in Cycle 2, the researcher gave the second post-test. The test was used to know the improvement of the students' writing skills. The following table presents the students' scores of writing in Cycle2.

Table 8: The Students' Writing Scores in Cycle 2

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	0	0%
75 – 87.4	Very good	17	61%
62.5 – 74.9	Good	9	32%
50 – 62.4	Fair	2	7%
37.5 – 49.9	Poor	0	0%
25 – 37.4	Very poor	0	0%
<b>Mean</b>		<b>73.96</b>	

It could be seen from Table 11 that the frequency of the good and very good categories increased significantly. The following were the details of the improvement; *excellent (0 student)*, *very good (17 students)*, and *good (9 students)*. All of the students have good writing skills. Meanwhile, the mean of the students' scores in Cycle 2 was 73.96.

From the scoring rubric, the researcher found that the ideal mean score was 62.5. The mean score of Cycle 2 was higher than the ideal mean score. It means that the students' skills in writing were better.

Comparing the writing post-test mean score in Cycle 1 with the writing post-test mean score in Cycle 2, the researcher concluded that the students' writing score increased significantly because of the use of TAD strategy. The students in the very good category were increased. It could be seen from the scores. Here are the details of the scores. The very good category of writing scores improved from 10 to 17 students. The mean score

increased from 68.34 to 73.96. The following table is the comparison of the students' writing scores in Cycle 1 and Cycle 2.

**Table 9: The Comparison of the Students' Writing Scores in Cycle 1 and Cycle 2**

Scores	Categories	Cycle 1		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
87.5 – 100	Excellent	0	0%	0	0%
75 – 87.4	Very good	10	32%	17	61%
62.5 – 74.9	Good	13	42%	9	32%
50 – 62.4	Fair	8	26%	2	7%
37.5 – 49.9	Poor	0	0%	0	0%
25 – 37.4	Very poor	0	0%	0	0%
<b>Mean</b>		68.34		<b>73.96</b>	

After implementing the actions in Cycle 2 and the post-test, the researcher and the teacher reflected the actions. They discussed in order to evaluate the actions. From the implementation of the actions in Cycle 2 and the post-test, it was revealed that the application of the TAD strategy improved the students' writing ability. The students had only few mistakes on organizing idea, using correct punctuation and capitalization and using appropriate vocabulary.

#### **4. Summary**

Based on the reflection above, there were some improvements in this cycle. The improvements are described as follows.

**a. The improvements of Cycle 2**

- 1) The students composed the paragraphs cohesively and developed the paragraph well. This writing strategy helps students to construct and build their own ideas become a simple text. They were also helped to explore their words into a systematical schema as well as knowledge works.
- 2) The students took part in the writing process. They were actively doing the tasks in pairs and individual working. This condition provided them with many benefits. In pairs, they discussed some topics with their partner in order to develop their ideas. When they worked individually, they developed their self-ability in writing. In addition, the students showed that they did not depend on their friends' works when doing the tasks.
- 3) The students were more active while studying with Transition-Action-Details (TAD) Writing Strategy because they were free and fun to express their ideas that related to the main topic.

**D. General Findings**

This section consists of qualitative and quantitative findings. The qualitative data deal with the general findings of the result in each cycle, while the quantitative data present the result of the students' writing

scores. The following descriptions were the findings on the use of the TAD strategy in improving the students' writing skills.

### **1. The Improvement during the Actions**

The improvement of the students' involvement in teaching and learning process using the TAD strategy can be specifically described as follows.

#### **a) Students' involvement**

After implementing the TAD strategy, the researcher and the collaborator found that TAD strategy improved the students' interest in writing. They showed their involvement during the lesson. It could be seen when the researcher asked them to write the answers on the whiteboard, they felt enthusiastic to do that. The TAD strategy also attracted the students' attention because they did not talk to each other during the teaching and learning process.

#### **b) Students' autonomous learning**

After giving TAD strategy with various tasks that could be done by the students both in pairs and individually, the students were autonomous during the teaching and learning process. It could be seen when they were asked to do the tasks in pairs, they could discuss it. The students who had understood well about the materials helped their partner grasp the materials. So, when the students were asked to do the next task individually, they did it by themselves without depending on their friends' work.



c) The use of the TAD strategy

The TAD strategy was successful to help the students to organize and to develop their ideas in a good order. It could be seen from the students' work that consisted of more sentences compared to their work before the actions. Furthermore, by practicing writing, the students created a good recount text with a few mistakes in punctuation and language use.

Besides the improvement of the students' motivation during the research, the researcher and the collaborator also found other findings about students' writings which are explained in the table below.

Table 10: **The Results of Students' Writing in the Research**

<b>Aspects of Writing</b>	<b>Pre- condition</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Content	Many students could not develop their ideas and some of their writings could not be evaluated.	Some students could develop the ideas through TAD chart based on the topic given. However, they could only produce limited sentences.	Most students could develop the ideasthrough TAD chart based on the topic with the right components of a recount text. They also could produce more supporting sentences related to their experience.

Organization	Many students could not put their ideas clearly and orderly. Their writings were loosely organized in the terms of the generic structure of recount text.	Some students could write their ideas in a good organization of recount text through the TAD chart.	Most students could write a good recount text in a good organization through TAD chart.
Vocabulary	Many students had difficulties in the word choice so that the meaning was not appropriate.	Some students could use effective words. But the rests still made mistakes in choosing the word.	Most students could use effective word choice and word form mastery.
Language Use	Many students did some errors of agreement, tense, word order, articles, pronoun, and sentence construction.	Some students did few errors of tense, agreement, and sentence construction.	Most students could write effective construction and only few errors in tense, agreement, and word order.
Mechanics	Many students were not aware of applying punctuation, spelling, and capitalization.	Some students were more aware of punctuation, spelling, and capitalization.	Many students were more aware of punctuation, spelling, and capitalization.

## 2. The Improvement of Students' Writing Scores

In this part, the researcher presents the students' writing score in the pre-test, post-test 1, and post-test 2. The researcher analyzed the students' mean score in all aspects of writing namely content, organization, vocabulary, language use, and mechanics. The tables below show the mean score of each aspects of writing.

Table 11: Students' mean score in the content aspect

Component	Pre-test	Post-test 1	Post-test 2
Content	17.09	18.48	21.53

The students' mean score in the content increased after the actions during the implementation of TAD strategy. The students' gain score was obtained by comparing the students' mean score of pre-test and post-test 2 which was 4.44.

**Table 12: Students' mean score in the organization aspect**

Component	Pre-test	Post-test 1	Post-test 2
Organization	14.96	15.64	16.46

Table 12 presents the students' mean score in the organization aspect. After implementing the actions in the research, the students' mean score in organization increased. The students' gain score compared from pre-test and post-test 2 in the organization aspect was 1.5.

**Table 13: Students' mean score in the vocabulary aspect**

Component	Pre-test	Post-test 1	Post-test 2
Vocabulary	14.06	14.64	15.60

According to the table, the students' mean score in the vocabulary increased during the research. In pre-test, the students' mean score was 14.06 and in the post-test 1 the students' mean score increased 14.64. The students' mean score in the post-test 2 was 15.60. The gain score of this aspect was 1.54.

**Table 14: Students' mean score in the language use aspect**

Component	Pre-test	Post-test 1	Post-test 2
Language Use	14.03	16.09	16.57

Table 14 presents the mean score in the language use aspect which was attained by students. It could be seen that the students' mean score in this

aspect increased in every cycle. In the pre-test, the students' mean score was 14.03. In the Cycle 1, the students' mean score increased 16.09. Then in the post-test 2 the students' mean score was 16.57. The gain score was obtained by comparing the students' mean score of the pre-test and the post-test 2 which was 2.54.

**Table 15: Students' mean score in the mechanic aspect**

Component	Pre-test	Post-test 1	Post-test 2
Mechanic	3.54	3.64	3.89

The students' mean score in the mechanic aspect increased after the actions during the implementation of TAD strategy. In the pre-test, the students' mean score was 3.54. In the post-test 1, the students' mean score increased 3.64 and became 3.89 in post-test 2. The students' gain score was obtained by comparing the students' mean score of pre-test and post-test 2 which was 0.35. The table below shows the students' score from pre-test, post-test 1, and post-test 2.

**Table 16: The Students' Mean Scores of Writing in the Pre-test, Cycle 1, and Cycle 2**

Scores	Pre-test	Post-test 1	Post-test 2
Mean Score	63.64	68.34	73.96

Table 16 shows the increasing mean of the five aspects of writing obtained by students from the pre-test, post-test 1, and post-test 2. The result of the analysis of their scores in the pre-test showed that the mean was 53.64, in post-test 1 the mean was 68.34, and in post-test 2 the mean was 73.96.

The researcher analyzed the percentage of writing score development. It was divided into six categories, namely excellent, very good, good, fair, poor and very poor for each cycle. The analysis result of the each cycle is presented in Table 17.

**Table 17: The Improvement of the Students' Writing Scores in the Pretest, Post-test 1 and Post-test 2**

Categories	Frequency		
	Pretest	Post-test 1	Post-test 2
Excellent	0	0	0
Very good	4	10	17
Good	11	13	9
Fair	13	8	2
Poor	3	0	0
Very poor	0	0	0

Table 17 shows that the students' writing skills generally increased. Overall, the frequency on the poor category decreased from 3 students to 0 student. On the fair category, the frequency also decreased from 13 to 2 students. Meanwhile, the frequency on each good, very good, and excellent category was increased significantly. Here are the details of the improvement; good category (11 to 13) and very good category (4 to 17). It means that the students' writing skills improved significantly.

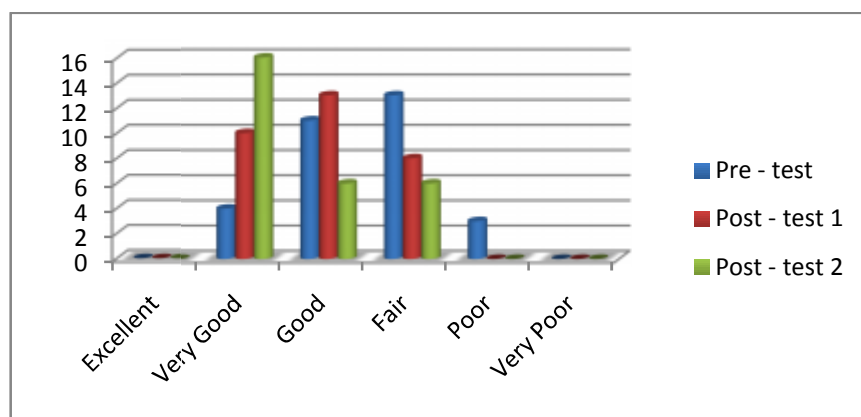
Comparing the writing pre-test mean score with the writing post-test mean score at the end of Cycle 2, the students' writing scores increased because of the TAD strategy. The mean increased from 63.64 to 73.96. The

following table presented the result of students' writing score in pre-test and post-test.

**Table 18: The Comparison of the Students' Writing Scores in the Pretest and Posttest 2**

Scores	Categories	Pre-test		Post-test 2	
		Frequency	Percentage	Frequency	Percentage
87.5 – 100	Excellent	0	0%	0	0%
75 – 87.4	Very good	4	13%	17	61%
62.5 – 74.9	Good	11	35%	9	32%
50 – 62.4	Fair	13	42%	2	7%
37.5 – 49.9	Poor	3	10%	0	0%
25 – 37.4	Very poor	0	0%	0	0%
<b>Mean</b>		63.64		73.96	

From the following table, it can be seen that the use of the TAD strategy showed a significant difference in the students' writing skills. It was shown from the result of the pre-test and the post-test scores. Finally, it could be said that the use of the TAD strategy improved the students' writing skills. The researcher also presents the improvements of students' writing skills in six categories. It can be seen from the following chart.



## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter presents three different points. They are conclusions, implications, and suggestions. Each point will be explained as follows.

#### **A. Conclusions**

This study belongs to action research. The research involved one of the English teachers and students of the VIII B class at SMP N 2 Depok. It was carried out from November 6<sup>th</sup> to February 12<sup>th</sup> 2014. There were two meetings in a week. The objective of this research study was to improve the ability of eighth grade students in writing a recount text at SMPN 2 Depok.

Based on the information obtained from the discussion in the previous chapter, the implementation of the TAD strategy in the teaching and learning process of writing was proved to improve the students' skills in writing recount text. The improvement descriptions are presented below.

1. The students' writing skills in five aspects (content, organization, vocabulary, language use, and mechanic) increased after implementation of the TAD strategy. The students found difficulties in arranging events previously. After they got the TAD columns, they knew how to organize the text well. They had a guideline of how to write a story in a good sequence. The next problem was related to the mechanics they are punctuation and capitalization. Previously, they were not aware of how to use the appropriate

punctuation and capitalization. By doing the tasks in the action of Cycle 1 and Cycle 2, they could use the punctuation and capitalization better. When they knew how to use those well, their sentence structure was better too. Overall, the process of improving their writing skills using the TAD strategy could be administered well.

2. The improvements of the students' skills in five aspects of writing and their motivation contributed to the effective teaching and learning process of writing. Before the actions were conducted, the students were less motivated in the teaching and learning process. It could be seen from their participation in class. When the teacher asked them to write down their answers in front of the class, there were few students who wanted to do it. Furthermore, when the teacher explained the materials taught, some of the students talked to their friends and did another activity like doing their homework. After the implementation of the actions, they were more enthusiastic to get involved in teaching and learning process. They became active and paid attention during the lesson. In addition, the students were autonomous in learning without depending on their friend's works in doing the tasks. In conclusion, the use of the TAD strategy motivated the students in the teaching and learning process of writing.
3. The improvements of the students' writing skills are also supported by the improvement of their writing scores. From the scoring rubric,



the researcher found that the ideal mean score was 62.5. In addition, their scores in writing were getting better over time. The mean score of the pre-test was 63.64; Cycle 1 was 68.34. Meanwhile, the students got 73.96 in Cycle 2. It could be said that the use of the TAD strategy could improve the students' writing skills.

Overall, it could be concluded that the use of the TAD strategy could improve students' writing skills. Through the activities in it, students were able to arrange their story into a good order through TAD columns given.

## **B. Implications**

Based on the results of the research, it was found that the students' writing skills improved. The implications of the actions are described as follows.

1. The use of the TAD strategy improved the students' skills of writing recount texts in five aspects of writing, i.e content, organization, vocabulary, language use, and mechanics. It implies that the teacher needs to use the TAD strategy in teaching writing since there were improvements of students' writing scores in each aspect.
2. The use of the TAD strategy also improved the students' motivation in the English teaching and learning process of writing. They became more active and enthusiastic during the lesson. It implies that the teacher needs to use the TAD strategy in the teaching and learning process of writing, but this does not mean that the teacher has to use

of the TAD strategy in every meeting. When the teacher wants to give material about recount text, she or he needs to use the TAD strategy.

3. The use of the TAD strategy created the situation that was more enjoyable than before. It was proved by the students who are enthusiastic to do the tasks because the columns attract their attention.

### **C. Suggestions**

Based on the conclusions and implications that have been explained above, some suggestions can be directed toward the English teacher, students, and other researchers. They are presented below:

1. For the English teachers

It is quite important for the English teacher especially the English teacher in SMPN 2 Depok to improve students' writing skills. The teacher needs to arrange certain activities that make the students work actively and will not get them bored during the teaching and learning process. It is better for them to employ the TAD strategy when they teach writing recount texts to the students.

2. For the students

The TAD strategy stimulated the students' written responses. It was much easier for them to construct and develop their ideas by using the TAD strategy. They could arrange the events of the story correctly. Then, they could check their vocabulary in their sentences

before they wrote them down in the paragraphs. The TAD strategy also attracts the students' interest and motivation in the teaching and learning process. Therefore, it is better for them to continue these activities in the future.

3. For other researchers

This study only gives an emphasis on the use of the TAD strategy to improve the students' ability in writing the recount text. It is suggested that the other researchers could conduct research on another genre of texts which can improve their writing skills and also enrich their knowledge in different kind of both factual and literary texts.

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## **A. FIELD NOTES**

No. : FN. 04  
Hari, Tanggal : Selasa, 28 Januari 2014  
Pukul : 07.15-08.35  
Tempat : Ruang kelas VIII B  
Kegiatan : Penelitian (Pertemuan Ke-1)  
Responden : P : Peneliti  
GB : Guru Bahasa Inggris  
SS : Siswa-siswa kelas VIII B

1. Pada pukul 07.15 P dan GBS sudah berada di ruang kelas VIII B.
2. P memberi salam dan menanyakan kabar para siswa.
3. P menyuruh ketua kelas VIII B untuk memimpin doa.
4. Setelah mengabsen SS P bertanya kepada SS tentang pengalaman mereka di masa lampau untuk memberi gambaran kepada siswa tentang materi yang akan diajarkan.
5. P memberikan contoh teks recount.
6. P memberikan penjelasan tentang generic structures dan *linguistic features* dari teks recount. Sebagian besar siswa memperhatikan penjelasan P.
7. P menyuruh siswa membaca teks recount yang berjudul *Holiday in Jogja* dalam hati.
8. P memberikan tugas individu kepada SS untuk mengisi kolom-kolom yang masih kosong pada lembar soal yang telah diberikan oleh P.
9. SS membuka kamus untuk mencari arti dari kata-kata yang sulit.
10. Ada beberapa siswa yang bertanya kepada P ketika mereka tidak menemukan arti yang tepat.

11. Setelah SS selesai mengerjakan tugas, P menyuruh mereka untuk mendiskusikan jawaban mereka.
12. P memberikan tugas kedua yang harus dikerjakan secara berpasangan. SS harus melengkapi sebuah teks recount menggunakan kata-kata yang sudah tersedia.
13. Ketika SS mengerjakan tugas, P keliling kelas untuk memastikan semua siswa sudah paham tentang materi dan perintah yang diberikan.
14. Suasana kelas ketika SS sedang mengerjakan tugas sedikit ramai karena SS berdiskusi dengan teman sebangku mereka. Beberapa siswa bertanya kepada P tentang *simple past tense*. Mereka masih kesulitan dalam membedakan yang mana kata kerja *regular* dan *irregular*.
15. Setelah SS selesai mengerjakan tugas, SS menuliskan jawaban mereka di papan tulis. Hampir semua siswa dapat melengkapi teks dengan kata yang sesuai, meskipun beberapa dari mereka masih ada yang salah.
16. P mengoreksi jawaban satu per satu.
17. P melibatkan SS dalam mengoreksi jawaban-jawaban yang salah.
18. Setelah selesai, P memberikan summary dan feedback tentang materi yang sudah diajarkan.
19. P mengecek kembali pemahaman siswa tentang materi yang diberikan.
20. Pada pukul 08.35 P mengakhiri kelas lalu meninggalkan ruang kelas VIII B.

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No. : FN. 05  
Hari, Tanggal : Kamis, 30 Januari 2014  
Pukul : 10.10-11.30 WIB



Tempat : Ruang kelas VIII B

Kegiatan : Penelitian (Pertemuan ke-2)

Responden : P : Peneliti

GBS : Guru Bahasa Inggris

SS : Siswa-siswa kelas VIII B

1. Pada pukul 10.10 WIB P dan GBS sudah berada di ruang kelas VIII B.
2. P memberi salam dan menanyakan kabar para siswa.
3. P bertanya kepada SS tentang materi yang sudah diajarkan di pertemuan sebelumnya.
4. P membahas kembali contoh teks recount yang sudah dipelajari di pertemuan sebelumnya.
5. P menjelaskan tentang *generic structures* dari teks *recount* dan juga menjelaskan tentang *simple past tense*.
6. P memberi tugas kepada SS untuk mengerjakan tugas tentang *simple past tense*.
7. SS mengerti instruksi dari P dan mulai mengerjakan. Seperti biasanya, P keliling kelas untuk memastikan SS sudah paham dengan instruksi yang diberikan.
8. Beberapa siswa bertanya kepada P apakah jawaban mereka benar.
9. Suasana kelas tidak begitu tenang karena SS cukup antusias dalam mengerjakan tugas.
10. Beberapa anak berdiskusi dengan teman mereka dan beberapa dari mereka memberikan penjelasan kepada temannya yang belum begitu paham dengan materinya.
11. Setelah selesai P langsung mengoreksi pekerjaan SS. P meminta SS untuk menyebutkan jawaban mereka.
12. P melanjutkan ke aktivitas selanjutnya. P meminta SS untuk menyusun paragraph yang bercerita tentang pengalaman pada saat liburan.

13. Beberapa siswa masih bingung apa yang harus mereka lakukan. Setelah mendapatkan penjelasan dari P, SS paham dan mulai mengerjakan.
14. Ketika SS mengerjakan tugas, P keliling kelas untuk mengecek pekerjaan siswa.
15. P menjelaskan tentang TAD chart.
16. P memberi penjelasan sekaligus contoh menulis dalam kolom TAD.
17. P memberi tugas kepada SS untuk membuat kolom TAD, lalu mengisinya dengan cerita mereka.
18. Beberapa anak belum paham dengan penjelasan P. P memberi penjelasan lebih tentang kolom TAD.
19. Bel berbunyi, P mengakhiri kelas dan mengucapkan salam.

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No. : FN. 06

Hari, Tanggal : Selasa, 4 Februari 2014

Pukul : 07.15-08.35 WIB

Tempat : Ruang kelas VIII B

Kegiatan : Mengajar

Responden : P : Peneliti

GBS : Guru Bahasa Inggris

SS : Siswa-siswa kelas VIII B

1. Pada pukul 07. 15 P dan GBS menuju ruang kelas VIII B.
2. P memberi salam dan menanyakan kabar para siswa.
3. P menyuruh ketua kelas VIII B untuk memimpin doa. Kemudian mengabsen SS.
4. P memberikan contoh teks recount.
5. P memberikan penjelasan lagi tentang teks recount (definisi, struktur umum, dan *language features*).
6. P menjelaskan kembali tentang TAD chart.

7. Sebelum mengerjakan post-test I, P meminta SS untuk mengerjakan tugas 1 dan 2. Setelah selesai, jawaban mereka dikoreksi bersama-sama.
8. P meminta SS untuk mengerjakan post-test I.
9. P membagikan lembar kera kepada SS.
10. P meminta SS untuk menulis teks recount tentang pengalaman mereka yang tidak terlupakan. SS boleh membuatnya di kolom TAD terlebih dahulu.
11. P member waktu 35 menit kepada SS untuk mengerjakan.
12. Setelah SS paham, mereka mulai mengerjakan.
13. P kelilinh kelas untuk memastikan SS bekerja sendiri-sendiri.
14. Lima menit terakhir P mengingatkan SS. Beberapa dari mereka sudah selesai menulis.
15. Akhirnya bel berbunyi sebagai tanda bahwa waktu telah habis.
16. SS harus mengumpulkan tulisan mereka. Beberapa dari mereka sibuk merapikan tulisan mereka.
17. P berpamitan, lalu meninggalkan ruang kelas.

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No. : FN. 07

Hari, Tanggal :Kamis, 6 Februari 2014

Pukul : 10.10-11.30 WIB

Tempat : Ruang kelas VIII B

Kegiatan : Mengajar

Responden : P : Peneliti

GBS : Guru Bahasa Inggris

SS : Siswa-siswa kelas VIII B

1. Pada pukul 10.10 P dan GBS menuju ruang kelas VIII B.
2. Seperti biasanya, P mengucapkan salam dan menanyakan kabar para siswa dengan ramah.
3. P memberikan contoh teks recount.
4. P memberikan penjelasan tentang teks recount (definisi, struktur umum, dan *language features*).
5. P dan SS mengidentifikasi *generic structures* dari teks recount.
6. P menjelaskan tentang *spelling, punctuation, dan capitalization*.
7. P meminta SS untuk mengerjakan task 2 secara berpasangan. SS harus melingkari dan membenarkan beberapa kesalahan yang terdapat pada sebuah teks recount yang berjudul *A Study Tour to Bali*.
8. P dan SS mendiskusikan hasil pekerjaan SS.
9. P meminta SS untuk membuat draft melalui TAD *chart*.
10. P berpamitan, lalu meninggalkan ruang kelas.

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No. : FN. 08

Hari, Tanggal : Rabu, 12 Februari 2014

Pukul : 08.35-09.15

Tempat : Ruang kelas VIII B

Kegiatan : Mengajar

Responden : P : Peneliti

GBS : Guru Bahasa Inggris

SS : Siswa-siswa kelas VIII B

1. Pada pukul 08.35 P menuju ruang kelas VIII B.
2. P memberi salam dan menanyakan kabar para siswa.
3. P mengabsen SS. Ada empat siswa yang tidak hadir karena sakit.

4. P memberikan sedikit penjelasan tentang teks recount (definisi, struktur umum, dan *language features*).
  5. P mengingatkan kembali tentang kolom TAD.
  6. P meminta siswa untuk mengerjakan post-test 2.
  7. SS mengerjakan test dengan tenang. Meskipun demikian, P mengingatkan beberapa siswa yang kadang-kadang masih berisik.
  8. P keliling kelas untuk mengawasi SS. P mengingatkan SS waktu mengerjakan tinggal 10 menit lagi. Beberapa dari mereka kelihatan panic.
  9. P memberi peringatan kembali ketika waktu mengerjakan kurang 5 menit lagi. Beberapa dari mereka sudah selesai mengerjakan posttests.
  10. Bel berbunyi maka SS harus mengumpulkan pekerjaan mereka.
  11. P mengucapkan terimakasih dan berpamitan, lalu meninggalkan ruang kelas.
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**B.**

**INTERVIEW GUIDELINES AND  
TRANSCRIPTS**

**Blueprint of Interview Guideline**  
**(After implementation)**

No.	Content	Sub-content	Theory	Questions items	
				For students	For the English Teacher
1.	Teaching Writing	Types of classroom writing performance	Brown (2001:343)	<ul style="list-style-type: none"> <li>• Apakah adik masih memiliki kesulitan dalam menulis dengan menggunakan Bahasa Inggris?</li> <li>• Bagaimana menurut adik tentang kegiatan yang dilakukan selama proses belajar menulis recount text?</li> <li>• Apakah aktifitas yang dilakukan menyenangkan dalam menulis Bahasa Inggris?</li> </ul>	What do you think about the activities during the research?
		The role of the teacher	Harmer (2007:330)	<ul style="list-style-type: none"> <li>• Bagaimana cara guru menyampaikan materi saat pembelajaran</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think about the teacher role during the implementat</li> </ul>

				<p>Bahasa Inggris berlangsung?</p> <ul style="list-style-type: none"> <li>• Apakah adik termotivasi untuk belajar menulis dalam Bahasa Inggris dengan menggunakan metode tersebut?</li> </ul>	<p>ion?</p> <ul style="list-style-type: none"> <li>• Do you think that students are motivated and confident in writing? Why?</li> </ul>
		Feedback	Nation (2009:115)	<p>Apakah adik menerima atau memberi koreksi saat menulis teks recount? Feedback apa saja yang adik berikan / terima saat kegiatan berlangsung?</p>	<p>What do you think about the feedback given during the implementation of TAD strategy?</p>
2.	Approaches	TAD strategy	Peha (2003:38)	<ul style="list-style-type: none"> <li>• Bagaimana menurut kalian tentang menulis recount menggunakan TAD strategy?</li> <li>• Apakah adik kesulitan dalam menyusun peristiwa saat menulis recount text?</li> </ul>	<p>What's your opinion about the implementation of TAD strategy?</p>
		Structure of	Anderson	<ul style="list-style-type: none"> <li>• Apakah</li> </ul>	<p>What are</p>



		recount text	(1997:53)	<p>adik masih memiliki kesulitan dalam menulis teks recount?</p> <ul style="list-style-type: none"> <li>• Jika is, kesulitan apa saja yang adik temui saat menulis teks recount?</li> </ul>	students' difficulties in writing recount text after the implentation?
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**Blueprint of Interview Guideline**  
**(Before implementation)**

No	Content	Sub-content	Theory	Questions items	
				For students	For the English Teacher
1.	Teaching Writing	Types of classroom writing performance	Brown (2001:343)	<ul style="list-style-type: none"> <li>• Apakah adikmemiliki kesulitan dalam menulis dengan menggunakan Bahasa Inggris?</li> <li>• Kegiatan apa yang biasa dilakukan saat menulis dalam Bahasa Inggris?</li> </ul>	What kind of activities do you usually implement in the teaching learning process?
		The role of the teacher	Harmer (2007:330)	<ul style="list-style-type: none"> <li>• Bagaimana cara guru menyampaikan materi saat pembelajaran Bahasa Inggris berlangsung?</li> <li>• Apakah adik termotivasi untuk belajar menulis dalam Bahasa Inggris dengan menggunakan metode</li> </ul>	<ul style="list-style-type: none"> <li>• What difficulties do you usually find in teaching writing?</li> <li>• Do you think that students are motivated and</li> </ul>

				tersebut?	confident in writing? Why?
		Feedback	Nation (2009:115)	Apakah adik menerima atau memberi koreksi saat menulis teks recount? Feedback apa saja yang adik berikan / terima saat kegiatan berlangsung?	What do you think about a teacher's feedback on students' writing?
2.	Approaches	TAD strategy	Peha (2003:38)	<ul style="list-style-type: none"> <li>• Apakah adik pernah menulis teks recount dengan TAD chart?</li> <li>• Apakah adik kesulitan dalam menyusun peristiwa saat menulis recount text?</li> </ul>	Have you ever implement TAD strategy in teaching writing?
		Structure of recount text	Anderson (1997:53)	<ul style="list-style-type: none"> <li>• Apakah adik memiliki kesulitan dalam menulis teks recount?</li> <li>• Bagaimana dengan tenses, apakah kalian menemukan kesulitan dalam menggunakan tenses?</li> </ul>	What are students' difficulties in writing recount text?

No. : Interview 2  
Hari, tanggal : Rabu, 20 November 2013  
Pukul : 11.30-11.45 WIB  
Tempat : Ruang guru  
Responden : Guru Bahasa Inggris (G)

P : Menurut Ibu bagaimana kemampuan bahasa Inggris siswa secara keseluruhan?

G : Secara keseluruhan sudah cukup bagus mbak. Tapi ada beberapa siswa yang masih kemampuannya masih low.

P : Bagaimana pembelajaran menulis di kelas Bu?

G : Jujur mba saya jarang sekali mengajarkan writing kepada anak-anak. Soalnya butuh waktu lama untuk mengoreksi hasil pekerjaan mereka. Saya cuman ambil materi dari buku Let's Talk mbak, sebagai tambahan mungkin cuma dari LKS. Kalau menulis itu, biasanya anak saya suruh menjawab pertanyaan dengan kalimat lengkap dari bacaan.

P : Dalam menulis, siswa masih ada kesulitan atau tidak ya Bu? (In writing, do the students still find any difficulties?)

G : Iya mbak, memang untuk kemampuan menulis, rata-rata siswa di sekolah ini masih mengalami kesulitan.

P : Berdasarkan pengalaman Ibu, penyebabnya apa ya Bu?

G : Kalau menurut saya sih minat mereka dalam menulis itu kurang. Mereka pada umumnya juga kesulitan dalam vocabulary dan tenses gitu. Terus mereka juga kurang media sih ya Mbak. Paling sering

kalau guru di sini ya pakai LKS Mbak. Jarang bisa menyiapkan media seperti gambar atau video atau music gitu. Lalu mereka juga seperti bingung mau nulis apa. Bahkan tanda baca yang sederhana saja mereka juga masih suka salah.

- No. : Interview I
- Hari, tanggal : Rabu, 20 November 2013
- Pukul : 11.30-11.45 WIB
- Tempat : Ruang kelas VIII B
- Responden :Peneliti (P)
- Diana Kurnia S. (S6)
- Hersa Ajeng Priska (S14)
- Naufal Rafi Difanka (S22)
- Faqih Ab'Danihaj A. (S12)
- P : “ Naufal, Faqih keburu ke kantin nggak?”
- S22 & S12 : “ (Saling bertatapan)
- S 22 : “ Enggak kok Miss, kenapa?
- P : “ Kalau diwawancara sebentar bisa kan?”
- S 22 : “ Iya, Miss.”
- S12 : “ Tapi aku ke toilet dulu ya Miss.”
- P : “ Oke, silakan.”
- P : “ Kalau Diana sama Hersa bisa nggak?”
- S6 : “ Bisa, Miss.”
- S14 : (Hanya senyum-senyum)
- P : “ Oke, kalau gitu Hersa sama Diana dulu ya, habis itu gantian Naufal ma Faqih.
- S6 : “ Oke.”
- P : “ Hersa suka nggak sama pelajaran Bahasa Inggris?”
- S6 : “ Suka, Miss.”

P : “ Kenapa?”

S6 : “ Asik aja.”

P : “ Kalau Diana suka nggak?”

S14 : “ Suka juga.”

P : “ Kenapa suka?”

S14 : “ Bahasa Inggris kan keren Miss.”

P : “ Oke deh. Nah pernah mengalami kesulitan gak dalam belajar bahasa Inggris?”

S6 : “ Ya sering sih Miss.”

P : “ Misalnya?”

S6 : “ Susah ngartiinnya. Kadang kan kosakatanya sulit-sulit. Hehe.”

P : “ Oh gitu ya, emm..sering diajari menulis dalam Bahasa Inggris nggak, bikin teks gitu?”

S14 : “ Belum pernah Miss. Paling cuma nulis jawaban.”

P : “ Oh gitu. Kalian tahu teks recount nggak?”

S6 : “ Yang cerita pengalaman itu ya Miss?”

P : “ Yap. Betul banget. Kalau misal kalian disuruh nulis teks recount pake Bahasa Inggris kira-kira kesulitannya dalam hal apa?”

S6 : “ Bingung gak punya ide Miss. Sama nyusun kalimatnya.”

P : “Kalau Diana gimana?”

S2 : “Susah nyusun kata-kata sama kata kerja bentuk ke-2 Miss.”

P : “Oke,emm..biasanya selain pakai buku paket, Bu Kristin pakai media apa untuk menjelaskan materi?”

S3 : “Nggak ada media Miss, biasanya itu kadang-kadang ya pake LKS.

P : “ Oke deh, udah cukup wawancaranya. Hersa, Diana makasih ya..”

S6&S14 : “ Sama-sama, Miss.”

P : “ Sekarang giliran Faqih sama Naufal ya. Udah siap belum nih?”

S22 : “ Udah Miss.”

P : “ Naufal suka pelajaran Bahasa Inggris nggak?”

S22 : “ Ya lumayan suka sih.”

P : “ Alasannya?”

S22 : “ Menantang aja. Hehehe”

P : “Kalau Faqih suka gak?”

S5 : “Nggak suka Miss, soalnya nggak dong.”

P : “Nggak pahamnya biasanya soal apa?”

S5 : “Aku tuh bisa rumus-rumus, tapi kalau bikin cerita pake Bahasa Inggris masih bingung.

P : “ Nah udah selesai nih tanya-tanyanya, makasih ya buat semuanya.”

S22&S12 : “ Iya miss sama-sama.”

No. : Interview 3

Hari, tanggal : Selasa, 4 Februari 2014

Pukul : 11.30-11.45 WIB

Tempat : Ruang guru

Responden : Guru Bahasa Inggris (G)

Peneliti (P)

P : “ Bu saya hari ini sudah selesai dalam memberi penjelasan di cycle 1. Lalu pendapat Ibu tentang materi dan penjelasan yang saya berikan bagaimana Bu?”

G : “Materinya sudah bagus ya, variatif begitu. Anak- anak juga terlihat lebih antusias mungkin karena kolom TAD sangat membantu.”

P : “Kalau proses pembelajarannya bagaimana Bu?”

G : “Secara keseluruhan sudah baik ya sudah berdasar RPP. Tetapi mungkin kadang perlu improvisasi sedikit saat di lapangan.”

P : “Kalau dari tulisan siswa, menurut Ibu bagaimana?”

G : “Kalau yang di pre – test masih cukup memprihatinkan ya. Tapi kalau saya lihat tadi dalam proses KBM di Cycle 1, anak- anak sudah terlihat mudeng dengan penulisan verbnya terus tanda baca dan kapitalisasinya, memunculkan idenya seperti itu Mbak. Saya kemampuan siswa bisa bertambah di cycle berikutnya.”

P : “Kalau menurut Ibu bagaimana partisipasi siswa dalam belajar menggunakan strategi ini Bu?”

G : “Ya seperti saya bilang tadi kolom-kolom TAD bisa menarik perhatian siswa. Walau terkadang masih ada yang rame, tapi itu masih wajar kan?”

P : “Saya yang kurang bisa mengatur waktu. Perkiraan saya juga terkadang meleset. Misalnya saya prediksi hanya memakan waktu 10 menit, eh ternyata lebih dari 20 menit. Mungkin itu juga karena saya harus mengkondisikan siswa yang ramai.”

G : “Iya, ndak papa, namanya juga proses. Memang siswa itu kadang perlu penjelasan lebih.”

P : “Iya Bu. Saya juga keliling kelas untuk memastikan siswa paham. Terkadang mereka bertanya lagi dan saya harus menjelaskan lagi Bu.”

G : “Memang harus telaten mbak. Kalau disuruh bertanya sih malu, tapi kalau didekati mereka pasti banyak yang tanya.”

P : “Iya Ibu. Lalu kalau aktifitas menulis siswa sendiri gimana Ibu?”



G : “Sudah bagus. Ada kegiatan yang berkelompok, ada yang individu. Jadi ya sudah bervariasi. Yang berkelompok siswa bisa saling berbagi ide, yang individu ya siswa harus benar-benar mengeluarkan kemampuannya sendiri.”

No. : Interview 4  
Hari, tanggal : Selasa, 4 Februari 2014  
Pukul : 11.30-11.45 WIB  
Tempat : Ruang kelas VIII B  
Responden : Peneliti (P)  
Siswa (S)

P : “Saya pengen tanya tentang recount text ne. Ada kesulitan gak untuk pembelajaran hari ini?”

S1 : “Sudah lumayan paham Miss.”

P : “Benerannih?”

S1 : “Iya. Tapi masih suka lupa.”

P : “Lupa apa?”

S1 : “Kalo ngubah VI ke V2.”

P : “ Kalau Nadia, ada kesulitan gak dalam belajar hari ini?”

S22 : “Masih ada Miss”

P : “Bagian mana yang masih sulit?”

S22 : “Ya suka masih bingung aja make simple past tense.”

P : “Kalo penyusunan kalimatnya gimana?”

S22 : “Ehm udah mending sih”

P : “Tadi udah menulis pake kolom-kolom, ya kan?”

S10 : “Iya.”

P : “Ada gak bedanya pake kolom dulu sama gak pake kolom?”  
 S10 : “Ada Miss.”  
 P : “Apanya yang bikin beda?”  
 S10 : “Ceritanya jadi lebih nyambung.”  
 P : “ Oke deh, udah selesai nih. Semuanya terimakasih ya.”

No. : Interview 5  
 Hari, tanggal : Rabu, 12 Februari 2014  
 Pukul : 11.30-11.45 WIB  
 Tempat : Ruang guru  
 Responden : Guru Bahasa Inggris (G)  
 Peneliti (P)

P: “O ya Bu, menurut Ibu, selama ini bagaimana saya megajar di kelas Bu?.”

G: “Sudah bagus, manajemen siswa, kelas, waktu. Materinya juga bagus.”

P: “Kalau dari perkembangan siswa bagaimana, Bu?”

G: “Ya secara keseluruhan membaik, jauh lebih baik malah. Kesulitan mereka seperti kosakata, tanda baca, ejaan, pola kalimat, tense, dan sebagainya sudah meningkat. Ya masih ada kesalahan mereka, tapi yang jelas ada peningkatan.”

P: “Lalu menurut ibu penggunaan TAD strategy ini efektif tidak Bu dalam membantu writing siswa?”

G: “Oh ya ya. Kolom-kolomnya itu membantu siswa mengeksplorasi ide. Jadi siswa lebih terarah dalam menjelaskan proses- prosesnya. Ya pada intinya strategi tadi meningkatkan kemampuan menulis siswa.”

P: “Alhamdulillah. Ya setidaknya saya melihat kemajuan yang menyenangkan dari pretest hingga setelah cycle 2 ini Bu. Lalu, kalau menurut Ibu, ada subskill yang masih harus ditingkatkan tidak Bu?”

G: “Ya sebenarnya dengan strategi yang Mbak sudah ajarkan itu cukup meningkatkan siswa dalam hal menulis recount yang dibantu dengan kolomTAD, lalu ada peningkatan juga dalam hal pengembangan ide dan penggunaan simple past tensenya juga saya rasa cukup baik. Namun kadang masih ada salah- salah sedikit dalam pola kalimat gitu kan mbak, ya namanya juga bahasa asing, gak bisa 100% benar begitu.”

No. : Interview 6

Hari, tanggal : Rabu, 12 Februari 2014

Pukul : 11.30-11.45 WIB

Tempat : Ruang kelas VIII B

Responden : Peneliti (P)

P: Ada bedanya gak dek menulis dengan kolom-kolom TAD dan menulis gak pake kolom-kolom TAD?

S: Jelas ada Miss.

P: Apa itu?

S: Ya pas nulis kalo pake kolom TAD tu lebih terarah gitu Miss nyusun ceritanya.

P: Maksudnya pas nulis peristiwa-peristiwa dalam ceritanya ya?

S: Ya itu Miss.

P: Okay. Kalo daftar signal words atau penghubungnya itu gimana, masih sulit gak?

S: Udah gak bingung lagi Miss kan kita bisa ngecek dulu penghubungnya udah tepat apa belum.

P: Ok deh. Terus gimana kamu menilai kemampuan menulis kamu setelah menggunakan TAD kolom ini? Mungkin lebih pede gitu atau gimana?

S: Ya jadi lebih baik lagi nulis.

P: Di bagian mana tu lebih baiknya?

S: Ya tadi nyusun cerita yang nyambung sama menggunakan tense yang tepat.

P: Kalo idenya gitu gimana?

S: Aku bisa punya gambaran buat nulis, soalnya temanya kan pengalaman pribadi jadi ya bisa lah.

P: “Gabriella, tadi sudah menulis dengan kolom TAD ya?”

S: “Iya.”

P: “Ada bedanya gak dek menulis dengan kolom TAD dan menulis gak pake kolom TAD?”

S: “Ya ada Miss”

P: “Apa bedanya?”

S: “Ya pas nulis kalo pake kolom TAD tu lebih terarah gitu Miss gak bingung bingung ngurutin ceritanya.”

P: Ok, ada bedanya gak menulis pake kolom TAD dan gak pake kolom TAD?

S: Ada.

P: Apakah itu?

S: Aku punya ide lebih buat nulis kalo pake kolom TAD.

P: Kalo kolom transisinya membantu gak?

S: Itu juga mbantu buat ngecek penghubungnya udah sesuai belum.

P: Pertanyaan terakhir. Ada peningkatan gak kemampuan menulis kamu kalo pake kolom TAD?

S: Ya pasti ada. Kemampuan menulis teks recount jadi meningkat

P: “Tadi kan kalian sudah menulis dengan TAD chart ya? Nah itu ada bedanya gak nulis pake TAD chart dan gak pake TAD chart?”

S: “Iya. Kalo aku nulis pake kolom TAD tu jadi bisa ngecek critanya udah nyambung apa belum.”

P: “Terus kalo kemampuan Adik menulis setelah pakai TAD columns ini meningkat gak?”

S: “Ya. Jadi lebih mudah Miss jadi punya gambaran mau nulis apa.”

P: “Kalo tensesnya gimana?”

S: “Aku jadi bisa sekarang.”

P: “ Oke semuanya sudah cukup nih tanya-tanyanya. Makasih buat semuanya ya.”

## **C.COURSE GRID**

**COURSE GRID OF TEACHING AND LEARNING PROCESS OF WRITING SKLISS FOR THE SECOND GRADE STUDENTS OF  
SMP N 2 DEPOK, VIII B CLASS IN THE ACADEMIC YEAR 2013/2014**

Cycle	Standard of Competence	Basic Competence	Language Focus	Materials	Input	Activities	Indicators	Time
I Meeting I	Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> <li>Generic structure</li> <li>Past tense</li> <li>Signal words</li> </ul>	<ul style="list-style-type: none"> <li>Generic structure (orientation, events, and re-orientation)</li> <li>Past tense positive: S + V2 Negative : S + did not + VI</li> <li>Interrogative : Did + S + VI</li> <li>Signal words (After, Before, Until, Finally, After that, As soon as, At first, second, Suddenly)</li> <li>A recount text</li> </ul> <p style="text-align: center;"><b>HOLIDAY IN JOGJA</b></p> <p>Last week, my friends and I went to Jogja. We visited many wonderful places.</p> <p>First of all, we visited Parangtritis beach. The sun</p>	Recount text	<ol style="list-style-type: none"> <li>Teacher asks students about their past experience to get the idea of learning.</li> <li>Teacher gives an example of a recount text.</li> <li>The teacher explains about the recount text (definition, generic structure, and language features).</li> </ol>	<ol style="list-style-type: none"> <li>Identifying the generic structure of recount text</li> <li>Identifying the language feature of recount text</li> </ol>	2x40'

			<p>shone brightly and the scenery was very beautiful. We felt the wind blew smoothly. We also saw a lot of people in the beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals, such as, monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and took some pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, then we decided to go home.</p> <p>For me, that was a very beautiful day. We really enjoyed it, and I hope I could visit Jogja again.</p>		<p>4. Teacher asks students to do task 1 &amp; 2</p> <p>5. Teacher asks students to do task 3</p>		
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I Meeting II	Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> <li>• Generic structure</li> <li>• Past tense</li> <li>• Signal words</li> </ul>	<p><b>My Horrible Experience</b></p> <p>Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.</p> <p>Suddenly my car lunched to one side, to the left. I thought I <i>get</i> flat tire. I did not know that it <i>is</i> an earthquake. I <i>know</i> it was an earthquake when I <i>see</i> some telephone and electricity poles falling down to the ground, like matchsticks.</p> <p>Then I <i>see</i> a lot of rocks</p>	Recount text	<p><b>Presentation</b></p> <ol style="list-style-type: none"> <li>1. Teacher shows the previous recount text to the students as the input text.</li> <li>2. Teacher explains the generic structure and language features of recount text through the text.</li> <li>3. Teacher explains about TAD strategy in writing recount text.</li> <li>4. Teacher gives</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifying the generic structure of recount text</li> <li>2. Identifying the language feature of recount text</li> <li>3. Using cohesive devices (signal words) correctly</li> <li>4. Writing a recount text</li> </ol>	2x40'
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				<p>tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There <i>are</i> rocks everywhere. There was nothing I <i>can</i> do but left the car and <i>walk</i> along way to my house, in the town.</p> <p>When I <i>reach</i> my town, I was so surprised that there was almost nothing left. The earthquake <i>make</i> a lot of damage to my town. Although nothing was left, I <i>thank</i> God that nobody was seriously injured.</p>		<p>example how to use TAD columns.</p> <p><b>Practice</b> Students do the tasks given by the teacher.</p> <p><b>Production</b> • Teacher asks students to write a recount text through TAD strategy in groups.</p>		
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I Meeting III	Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> <li>• Generic structure</li> <li>• Past tense</li> <li>• Signal words</li> </ul>	<ul style="list-style-type: none"> <li>• Generic structure (orientation, events, and re-orientation)</li> <li>• Simple past tense: positive: S + V2 Negative : S + did not + VI</li> <li>Interrogative : Did + S + VI</li> <li>• Signal words (After, Before, Until, Finally, After that, As soon as, At first, second, Suddenly)</li> </ul>		<p>➤ <b>Presentation</b></p> <p>Teacher shows the previous recount text to the students as the input text</p> <p>Teacher explains again the TAD strategy.</p> <p>➤ <b>Practice</b></p> <p>Students do the tasks given by the teacher.</p> <p>➤ <b>Production</b></p> <p>Teacher asks students to write a recount text through TAD columns about their past experience</p>		2x40'
II Meeting IV	Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana	Mengungkapkan makna dan	<ul style="list-style-type: none"> <li>• Generic structure</li> <li>• Past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Generic structure (orientation, events, and re-orientation)</li> </ul>		<p>➤ Presentation</p> <p>Teacher shows the previous recount text to</p>	1. Identifying the generic structure of	2x40'

	berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> <li>Signal words</li> </ul>	<ul style="list-style-type: none"> <li>Past tense positive: S + V2 Negative : S + did not + VI</li> <li>Interrogative : Did + S + VI</li> <li>Signal words (After, Before, Until, Finally, After that, As soon as, At first, second, Suddenly)</li> </ul>		<p>the students as the input text. Teacher explains again the TAD strategy.</p> <p>➤ Practice Students do the tasks given by the teacher.</p> <p>➤ Production Teacher asks students to write arecount text through TAD columns about their unforgettable experience.</p>	<p>recount text</p> <p>2. Identifying the language feature of recount text</p> <p>3. Using cohesive devices (signal words) correctly</p> <p>4. Writing a recount text</p>	
II Meeting	Mengungkapkan makna dalam teks	Mengungkapkan	<ul style="list-style-type: none"> <li>Generic</li> </ul>	<ul style="list-style-type: none"> <li>Generic structure</li> </ul>		<p>I. Pre-teaching</p> <p>➤ Presentation</p>	5. Identifying	2x40'

V	tulis fungsional dan esei pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	structure <ul style="list-style-type: none"> <li>• Past tense</li> <li>• Signal words</li> </ul>	(orientation, events, and re-orientation) <ul style="list-style-type: none"> <li>• Past tense</li> </ul> positive: S + V2 Negative : S + did not + VI  Interrogative : Did + S + VI <ul style="list-style-type: none"> <li>• Signal words (After, Before, Until, Finally, After that, As soon as, At first, second, Suddenly)</li> </ul>		Teacher shows the previous recount text to the students as the input text.  Teacher explains again the TAD strategy.  II. <i>Main Teaching Activity.</i> ➤ Production Teacher asks the students to make a text based on their experience. Teacher spreads the students' worksheets and gives time to students to write the text.  Teacher observes and takes notes on	the generic structure of recount text 6. Identifying the language feature of recount text 7. Using cohesive devices (signal words) correctly 8. Writing a recount text	
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						<p>the activities done by the students.</p> <p>Teacher tells the students that the time is up.</p> <p>III. <i>Post Teaching</i> Concluding the topic discussed</p> <p>Telling that the meeting will be the last meeting</p> <p>Leading the prayer and saying goodbye</p>		
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## **D. LESSON PLAN**

## LESSON PLAN

### CYCLE 1 (1<sup>st</sup> Meeting)

School : SMP N 2 DEPOK  
Class/Semester : VIII/II  
Subject : English  
Skill : Writing  
Time Allocation : 2 x 40 minutes

#### A. Standard of Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

#### B. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

#### C. Learning Objective

In the end of the class, students are able to identify the generic structure of recount text.

#### D. Indicators

3. Identifying the generic structure of recount text
4. Identifying the language feature of recount text

#### E. Materials

✓ *Example of recount text*

#### HOLIDAY IN JOGJA

Last week, my friends and I went to Jogja. We visited many wonderful places.

First of all, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful. We felt the wind blew smoothly. We also saw a lot of people in the beach. There were many birds flew in the sky. Also,



there were many sellers who sold many kinds of souvenirs. Second, we visited GembiraLoka Zoo. We saw many kinds of animals, such as, monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and took some pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, then we decided to go home.

For me, that was a very beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

*Written by Arsianti Dewi*

✓ **Definition of Recount text**

Recount is a text which retells events or experiences in the past.

✓ **The purpose of recount text :**

To retell something that happened in the past and to tell a series of past event.

✓ **Generic structure (susunan umum) recount text ini terdiri dari:**

- **Orientation** tells who was involved, what happened, where the events took place, and when it happened. ("Orientation" menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana tempat peristiwa terjadi, dan kapan terjadi peristiwanya)
- **Events** tell what happened and in what sequence. ("Event" menceritakan apa yang terjadi (lagi) dan menceritakan urutan ceritanya)
- **Reorientation** consists of optional-closure of events/ending. ("Reorientation" berisi penutup cerita / akhir cerita)

✓ **Language features**

The use of language features

Simple past tense: positive	: S + V2
Negative	: S + did not + VI
Interrogative	: Did + S + VI

**Time connectors/signal words to show order (sequences)**

- After
- Before
- Until
- Finally
- After that
- As soon as
- At first
- Second,
- Suddenly

**Use of adverb of time**

- Yesterday
- The day before yesterday
- Last night, last week, last...
- Two days ago..

**For JCOT**

***TASK 1***

**Complete the blank columns below. Look at the example number 1.**

**Irregular Verbs**

No.	Present (Verb I)	Past (Verb 2)	Meaning
1	Build	built	Membangun
2	Buy	...	...
3	...	caught	...
4	Do	...	...
5	Eat	...	...
6	...	drank	...
7	...	found	...
8	Get	...	...

9	...	<b>gave</b>	...
10	<b>Hear</b>	...	...
11	...	<b>Hid</b>	...
12	<b>Keep</b>	...	...
13	...	<b>learnt</b>	...
14	<b>Ride</b>	...	...
15	<b>Teach</b>	...	...

Complete the blank columns below. Look at the example number 1.

**Regular verbs**

No.	Present (Verb I)	Past (Verb 2)	Meaning
1	<b>Play</b>	<b>Played</b>	<b>bermain</b>
2	<b>Accept</b>		
3	<b>Carry</b>		
4		<b>Copied</b>	
5	<b>Scare</b>		
6		<b>Dare</b>	
7	<b>Share</b>		
8	<b>Shout</b>		
9		<b>Wanted</b>	
10		<b>Killed</b>	
11	<b>Arrive</b>		
12		<b>Crowded</b>	
13	<b>Order</b>		
14		<b>Arranged</b>	
15	<b>Refuse</b>		

## TASK 2

**In pair, complete the text below using the appropriate words in the box.**

arranged ordered	Tired Chose	Crowded Went	wanted saw	arrived
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Last week I went to a book store with my brother. We .....(1) to buy some books and comics. We went there by a motorcycle. First we left home at 4 P.M. The traffic to the book store was not .....(2). The book store was not so far from our house. After 25 minutes, we .....(3) at the book store.

There were many people at the book store. I .....(4) there were some people choosing kinds of books, magazines, comics, etc. there were many kinds of books at the book store. They were .....(5) on book shelves. Some people read in front of the selves. We .....(6) some books and comics we needed and .....(7) to the cashier. After that we went to a restaurant for having meal. I .....(8) meat-balls and a soft drink. My brother ordered fried noodle and a soft drink too.

Finally we went home in the evening. We arrived home at 7.15 P.M. We felt very .....(9) but we were happy.

**For ICOT**

## TASK 3

**Arrange the sentences into good orders and change the verbs in the ( ) bracket into past form.**

1. to – father - (go) – the – office – my – new
2. in - tomato - (drink) - juice - the – Sandy – kitchen
3. beautiful - my - (see) - a - in - garden - sister - flower – the
4. fried - (makes) - my - rice - mother – delicious
5. I - photos - on - my - the - (hang) – wall

## F. Media

- Photocopied materials

## G. Teaching Learning Process

Metode pembelajaran/teknik: *genre-based approach*

No.	Tahapan	Teacher	Students	Media
1	<b>Pendahuluan</b>			
	<i>Greeting</i>	T : "Good Morning, class"	S : "Good Morning, Ma'am"	
	<i>Asking for students' condition</i>	T : "How are you today"  T : "I'm very well thank you."	S : "I'm fine thank you, and you"	
	<i>Taking attendance</i>	T : "Thank you. Now, let me check the attendance. Who's absent today?" T : "OK. Very good."	S : "No one, Ma'am"	
	<i>Stating the Topic</i>	T : "Well, do you know what we are going to do today?" T : "Okay, today we will learn about recount text. Before, I'll explain you the objective and the indicators of the topic."	S : "No, Mam."	
2	<b>Kegiatan Inti</b>			
	<b>BKOF</b>	Teacher asks students about their past experience to get the idea of learning.	The students answer the questions orally	
	<b>MOT</b>	Teacher gives an example of a recount text.  The teacher explains about the recount text (definition, generic structure, and		Photocopies

		language features).		
	<b>JCOT</b>	Teacher asks students to do task 1 &2		Photocopi ed materials
	<b>ICOT</b>	Teacher asks students to do task 3		Photocopi ed materials
<b>3</b>	<b>Penutup</b>			
	Reviewing Material	T:”OK. We still have 5 minutes to go. Now, what have we learnt today?” “Is there any question?”	S : “recount text, Ma’am.”	
	Leave taking	OK. Very good. That’s all for today. Thank you for your attention. Have a nice day.		

## H. Assesmentguide

Score : true anwers x 20 = 100

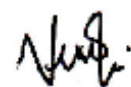
## I. Source:

<http://www.englishclub.com/vocabulary/regular-verbs-list.htm>

<http://www.translate.com/indonesian/>

Depok, January 28<sup>th</sup> 2014

Researcher



Veranita Budiani

NIM. 09202244029

## LESSON PLAN

### CYCLE 1 (2<sup>nd</sup> Meeting)

School : SMP N 2 DEPOK  
Class/Semester : VIII/II  
Subject : English  
Skill : Writing  
Time Allocation : 2 x 40 minutes

### C. Standard of Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

### D. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

### C. Learning Objective

In the end of the class, students are able to identify the generic structure of recount text and write a recount text.

### E. Indicators

5. Identifying the generic structure of recount text
6. Identifying the language feature of recount text
7. Using cohesive devices (signal words) correctly
8. Writing a recount text

### F. Learning Materials

#### ✓ *Language features*

#### The use of language features

Simple past tense: positive	: S + V2
Negative	: S + did not + VI
Interrogative	: Did + S + VI

**Time connectors / signal words to show order (sequences)**

- After
- Before
- Until
- Finally
- After that
- As soon as
- At first
- Second,
- Suddenly

**Use of adverb of time**

- Yesterday
- The day before yesterday
- Last night, last week, last...
- Two days ago..

**Material for practice****Task 1**

**Find and change the wrong verbs on the text.**

**My Horrible Experience**

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vocation to Bali.

Suddenly my car lunched to one side, to the left. I thought I *get* flat tire. I did not know that it *is* an earthquake. I *know* it was an earthquake when I *see* some telephone and electricity poles falling down to the ground, like matchsticks.

Then I *see* a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There *are* rocks everywhere.



There was nothing I *can* do but left the car and *walk* along way to my house, in the town.

When I *reach* my town, I was so surprised that there was almost nothing left. The earthquake *make* a lot of damage to my town. Although nothing was left, I *thank* God that nobody was seriously injured.

There *are* so many places to see in Bali that my friend *decide* to join the tours to see as much as possible. My friend *stay* in Kuta on arrival. He *spend* the first three days swimming and surfing on Kuta beach. He *visit* some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

## **Task 2**

**Re-arrange the jumbled paragraphs below.**

### **Text I**

- 1) On the next day we saw the three sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.
- 2) On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.
- 3) In the afternoon we went home.
- 4) On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

### **Text II**

- 1) Last holiday, my friend and his group drove on through mountains. Singaraja was a busy but quiet town. There were many old Dutch houses. Then they returned in the evening to Kuta lately.

- 2) The second tour in Ubud was a very different tour. It did not to see the scenery but to see the art and the craft of the island.
- 3) The last destination was Kuta beach. My friend went sailing or surfing every day. He was quiet satisfied.
- 4) The first destination was Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next place was Celuk, a center for silversmiths and goldsmiths. After that, he stopped for a while to have a lunch at Sukawati.

#### **G. Media**

- Photocopied materials
- Students' worksheet

#### **H. Teaching Learning Process**

Metode pembelajaran/teknik: ***presentation-practice-production***

##### ➤ **Presentation**

- Teacher shows the previous recount text to the students as the input text
- Teacher explains the generic structure and language features of recount text through the text.
- Teacher explains about TAD strategy in writing recount text.
- Teacher gives example how to use TAD columns.

##### ➤ **Practice**

- Students do the tasks given by the teacher.

##### ➤ **Production**

- Teacher asks students to write a recount text through TAD strategy in groups.
-

#### **H. Assesment guide**

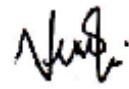
Based on ESL composition profile proposed by Jacobs et al.'s (1981) from Weigle (2002). *Assesingwriting*. Cambridge: Cambridge University Press.

#### **I. Source**

<http://pakpuguh.wordpress.com/2011/08/15/recount-text/>

Depok, 30 January 2014

Researcher



Veranita Budiani

NIM. 09202244029

## LESSON PLAN

### CYCLE I (3<sup>rd</sup> Meeting)

School : SMP N 2 DEPOK  
Class/Semester : VIII/II  
Subject : English  
Skill : Writing  
Time Allocation : 2 x 40 minutes

#### A. Standard of Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

#### B. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

#### C. Learning Objective

In the end of the class, students are able to identify the generic structure of recount text and write a recount texts.

#### D. Indicators

5. Identifying the generic structure of recount text
6. Identifying the language feature of recount text
7. Using cohesive devices (signal words) correctly
8. Writing a recount text

#### E. Media

- Photocopied materials
- Photocopied students' worksheets

#### F. Teaching Learning Process

Metode pembelajaran/teknik: ***presentation-practice-production***

➤ **Presentation**

Teacher shows the previous recount text to the students as the input text

Teacher explains again the TAD strategy.

➤ **Practice**

Students do the tasks given by the teacher.

➤ **Production**

Teacher asks students to write a recount text through TAD columns about their unforgettable experience.

**G. Assesment guide**

Based on ESL Compositon Profile proposed by Jacobs et al.'s (1981) from Weigle(2002). Assesing Writing. Cambridge: Cambridge University Press.

Depok, 4 February 2014

Researcher



Veranita Budiani

NIM. 09202244029

## LESSON PLAN

### CYCLE II (4<sup>th</sup> Meeting)

School : SMP N 2 DEPOK  
Class/Semester : VIII/II  
Subject : English  
Skill : Writing  
Time Allocation : 2 x 40 minutes

#### F. Standard of Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

#### G. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

#### C. Learning Objective

In the end of the class, students are able to identify the generic structure of recount text and write a recount text.

#### H. Indicators

1. Identifying the generic structure of recount text
2. Identifying the language feature of recount text
3. Using cohesive devices (signal words) correctly
4. Writing a recount text

#### I. Materials

##### *Material for Presentation*

##### **Examples and structures of the text**

##### **Our trip to the Blue Mountain**

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.



I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning, I saw a sun rise which was so beautiful. Then we were drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea! Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Pati.

After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

<http://makalahtugasku.blogspot.com/2013/08/18-contoh-recount-text-bahasa-inggris.html>

## **F. Media**

- Photocopied materials
- Photocopied students' worksheets

## **G. Teaching Learning Process**

Metode pembelajaran/teknik: ***presentation-practice-production***

### **➤ Presentation**

- 1) The teacher shows the previous recount text to the students as the input text.
- 2) The teacher explains again the TAD strategy.

### **➤ Practice**

Students do the tasks given by the teacher.

### **➤ Production**

Teacher asks students to write a draft of recount text through the TAD columns about their unforgettable experience.

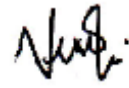
## **H. Assesment guide**

Based on ESL Compotition Profile proposed by Jacobs et al.'s (1981) from Weigle(2002). Assesing Writing. Cambridge: Cambridge University Press.



Depok, February 6<sup>th</sup> 2014

Researcher

A handwritten signature in black ink, appearing to read 'Veranita'.

Veranita Budiani

NIM. 09202244029

## LESSON PLAN

### CYCLE II (5<sup>th</sup> Meeting)

School : SMP N 2 DEPOK  
Class/Semester : VIII/II  
Subject : English  
Skill : Writing  
Time Allocation : 2 x 40 minutes

#### J. Standard of Competence

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

#### K. Basic Competence

12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

#### C. Learning Objective

In the end of the class, students are able to identify the generic structure of recount text and write a recount text.

#### L. Indicators

- Identifying the generic structure of recount text
- Identifying the language feature of recount text
- Using cohesive devices (signal words) correctly
- Writing a recount text

#### F. Media

- Photocopied students' worksheets

#### G. Teaching Learning Process

Metode pembelajaran/teknik: *presentation-practice-production*

#### *IV.Pre-teaching*

➤ **Presentation**

1. Teacher shows the previous recount text to the students as the input text.
2. Teacher explains again the TAD strategy.

**V. Main Teaching Activity.**

➤ **Production**

- 1) Teacher discusses about the students's drafting in the previous meeting.
- 2) Teacher asks the students to make final drafting based on their past experience.
- 3) Teacherspreads the students' worksheets and gives time to students to write the text.
- 4) Teacher observes and takes notes on the activities done by the students.

**VI. Post Teaching**

1. Concluding the topic discussed
2. Telling that the meeting will be the last meeting
3. Leading the prayer and saying goodbye

**H. Assesment guide**

Based on ESL Compotition Profile proposed by Jacobs et al.'s (1981) from Weigle(2002). Assesing Writing. Cambridge: Cambridge University Press.

**I. Source**

Students' writing

Depok, February 12<sup>th</sup> 2014

Researcher



Veranita Budiani

NIM. 09202244029

**E.**  
**OBSERVATION SHEETS**

### OBSERVATION SHEET

No. : Observation sheet 1

Cycle : 1

Meeting : 1

Object : Researcher

Day/Date : Tuesday, January 28<sup>th</sup> 2014

No.	Researcher' Activities	Yes	No	Description
1.	The researcher opens the class by greeting and checking students' attendance lists.	√		
2.	The researcher introduces the topic to the students.	√		
3.	The researcher identifies students' major understanding about recount text.	√		
4.	The researcher introduces a model of a recount text to the students.	√		
5.	The researcher explains the generic structures and language features of recount texts to the students.	√		
6.	The researcher gives examples of recount texts to the students.	√		
7.	The researcher gives time to the students to deliver their questions related to recount texts.	√		
8.	The researcher gives some tasks to check the students' understanding.	√		
9.	The researcher concludes the materials.	√		

10.	The researcher closes the class.	√		
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### OBSERVATION SHEET

No. : Observation sheet 2

Cycle : 1

Meeting : 1

Object : Students

Day/Date : Tuesday, January 28<sup>th</sup> 2014

No.	Students' Activities	Yes	No	Description
1.	The students say a prayer.	√		
2.	The students pay attention to the researcher explanation.	√		
3.	The students understand the explanation about recount texts.	√		
4.	The students ask the researcher when they have questions about materials.	√		
5.	The students do the exercise individually.	√		
6.	The students do the exercise in groups.	√		
7.	The students ask the researcher if they find difficulties.	√		
8.	All the students bring dictionary.	√		
9.	The students submit their tasks.	√		

### OBSERVATION SHEET

No. : Observation sheet 3

Cycle : 1

Meeting : 2

Object : Researcher

Day/Date : Thursday, January 30<sup>th</sup> 2014

No.	Researcher' Activities	Yes	No	Description
1.	The researcher opens the class by greeting and checking students' attendance lists.	√		
2.	The researcher gives some easy questions related to the previous materials.	√		
3.	The researcher shows a model of a recount text to the students.	√		
4.	The researcher explains the generic structures and language features of recount texts to the students.	√		
5.	The researcher gives time to the students to deliver their questions related to recount texts.	√		
6.	The researcher applies the TAD strategy in the teaching process.	√		
	a. The researcher explains how to use the TAD columns	√		
	b. The researcher divides the students into seven groups.	√		
	c. The researcher gives some instructions to the students.	√		
7.	The researcher concludes the materials.	√		
8.	The researcher closes the class.	√		

### OBSERVATION SHEET

No. : Observation sheet 4

Cycle : 1

Meeting : 2

Object : Students

Day/Date : Thursday, January 30<sup>th</sup> 2014

No.	Students' Activities	Yes	No	Description
1.	The students pay attention to the researcher explanation.	√		
2.	The students are active in the class.	√		
3.	The students concentrate to the researcher explanation.	√		
4.	The students understand the explanation about recount texts.	√		
5.	The students ask the researcher when they have questions about materials.	√		
6.	The students do the researcher's instruction.	√		
7.	All the students bring dictionary.	√		
8.	The students submit their tasks.	√		



### OBSERVATION SHEET

No. : Observation sheet 5

Cycle : 1

Meeting : 3

Object : Researcher

Day/Date : Tuesday, February 4<sup>th</sup> 2014

No.	Researcher' Activities	Yes	No	Description
1.	The researcher opens the class by greeting and checking students' attendance lists.	√		
2.	The researcher gives more explanations about the generic structures and language features of recount texts to the students.	√		
3.	The researcher gives examples of recount texts to the students.	√		
4.	The researcher gives time to the students to deliver their questions related to recount texts.	√		
5.	The researcher applies the TAD strategy in the teaching process..	√		
6.	The researcher concludes the materials.	√		
7.	The researcher closes the class.	√		

### OBSERVATION SHEET

No. : Observation sheet 6

Cycle : 1

Meeting : 3

Object : Students

Day/Date : Tuesday, February 4<sup>th</sup> 2014

No.	Students' Activities	Yes	No	Description
1.	The students say a prayer.	√		
	The students pay attention to the researcher explanation.	√		
2.	The students understand the explanation about recount texts.	√		
3.	The students concentrate to the researcher instruction.	√		
4.	Each students writes a recount text	√		
5.	All the students bring dictionary.	√		
6.	The students submit their writing.	√		

### OBSERVATION SHEET

No. : Observation sheet 7

Cycle : 2

Meeting : 4

Object : Researcher

Day/Date : Thursday, February 6<sup>th</sup> 2014

No.	Researcher' Activities	Yes	No	Description
1.	The researcher opens the class by greeting and checking students' attendance lists.	√		
2.	The researcher gives more examples of recount texts to the students.	√		
3.	The researcher explains the generic structures and language features of recount texts to the students.	√		
4.	The researcher asks the students to do task on the worksheet.	√		
5.	The researcher applies the TAD strategy in the teaching process.	√		
6.	The researcher concludes the materials.	√		
7.	The researcher closes the class.	√		

### OBSERVATION SHEET

No. : Observation sheet 8

Cycle : 2

Meeting : 4

Object : Students

Day/Date : Thursday, February 6<sup>th</sup> 2014

No.	Students' Activities	Yes	No	Description
1.	The students pay attention to the researcher explanation.	√		
2.	The students are active in the class.	√		
3.	The students concentrate to the researcher explanation.	√		
4.	The students understand the explanation about recount texts.	√		
5.	The students ask the researcher when they have questions about materials.	√		
6.	Each students writes a draft.	√		
7.	All the students bring dictionary.	√		
8.	The students submit their writing.	√		

### OBSERVATION SHEET

No. : Observation sheet 9

Cycle : 2

Meeting : 5

Object : Researcher

Day/Date : Wednesday, February 12<sup>th</sup> 2014

No.	Researcher' Activities	Yes	No	Description
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1.	The researcher opens the class by greeting and checking students' attendance lists.	√		
2.	The researcher shows the previous recount text to the students as the input text.	√		
3.	The researcher gives more explanations about generic structures and language features of recount texts to make sure that the students have understood the recount text.	√		
4.	The researcher applies the TAD strategy in the teaching process.	√		
5.	The researcher asks the students to make a text based on their past experience.	√		
6.	The researcher spreads the students' worksheets and gives time to students to write the text.	√		
7.	The researcher tells that the meeting will be the last meeting	√		
8.	The researcher closes the class and says goodbye.	√		

### OBSERVATION SHEET

No. : Observation sheet 10

Cycle : 2

Meeting : 5

Object : Students

Day/Date : Wednesday, February 12<sup>th</sup> 2014

No.	Students' Activities	Yes	No	Description
1.	The students pay attention to the researcher's instruction.	√		
2.	Each student writes a recount text.	√		
3.	Each students does planning, drafting, editing, and final drafting.	√		
4.	The students submit their writing.	√		

### STUDENTS' WRITING SCORE

No.	Name	Code	Students' score		
			Pre-test	Post test 1	Post test 2
1	Aisyah Dian Eka Mutiara	S1	65	70	78
2	Andi Setiawan	S2	48	56	69
3	Ayu Sekar P.	S3	66	76	80
4	Deni Julio Kristianto	S4	60	71	78
5	Dewan Laksamana Putra	S5	59	61	63
6	Diana Kurnia S.	S6	72	76	78
7	Diego Almayda P	S7	52	60	
8	Dimas Bagas Pradana	S8	60	66	73
9	Duhan Arbi Arisena	S9	67	70	
10	Eka Desi Rachmawati	S10	70	73	75
11	Fabrian Cahya P.	S11	48	53	59
12	Faqih Ab'Danihaj A.	S12	72	76	
13	Gabriella Adinda W	S13	71	73	79
14	Hersa Ajeng Priska	S14	77	78	80
15	Ivan Kharisma	S15	58		61
16	M Farhan Abdu Rofiq	S16	56	60	61
17	M. Afrizal M. A.	S17	61	70	75
18	Mahmud Wiyanto	S18	56	63	66
19	Mutiara Wening Y.	S19	72	76	78
20	Nadia Hasna Rahmadhani	S20	64	71	79
21	Nadia Rahmaningrum	S21	79	80	82
22	Naufal Rafi Difanka	S22	72	75	76
23	Nurul Wahyu Ramadhani	S23	60	66	75
24	Richa Annisa	S24	59	63	
25	Riri Rahmawati	S25		66	70
26	Rossa Kezia Septiana	S26	75	77	82

27	Rullinda Tri Marta	S27	74	78	80
28	Saviero Julian N	S28	59	66	74
29	Tasya Elshaddai	S29	78	79	80
30	Vistya Pradistya	S30	58	60	67
31	Yossy Rendia Bayu Aji	S31	57	59	60
32	Bagoes Satriyo Y.S	S32	48	56	60
	<b>MEAN</b>		63.64	68.22	73.96
	<b>HIGHEST</b>		79	80	82
	<b>LOWEST</b>		48	56	59



**G.**  
**PHOTOGRAPHS**



The researcher was explaining the regular and irregular verbs



The students re-arranged a jumbled text and identified the language features of the text.

**H.**  
**STUDENTS' WRITINGS**

NAME : M. Afizah Mollana A/17/VIII B



Write down at least 3 sentences telling your past experience, for example, Your last holiday.

## My Holiday

I and my Family went to Tasik malaya .

I went go to Tasik malaya by Car. I and Family go

to Tasik malaya 08.00 a.m a clock . Before Departing

I prepare my Equipment, After than I Direct go to

Tasik . On the way My Car caught Of traffic

light . Then me and my

Family until 17.00 p.m.

It's my Holiday ...



Name : M. Afrizal Maulana A VIII B

Title : Parangtritis

Transition	Action	Details
On Sunday Morning	I went to Parangtritis Beach	By Car the trip was so long
Parangtritis In beach	we chose place cool	
	I saw many high hill	This is very Beautiful
	I walked around in the beach	I met many tourist
	We visited a restaurant	The price is very expensive
	I bought some souvenirs	This is very wonderful
Finally	We <del>to</del> went to home	I so happy

**I.**  
**PERMIT LETTERS**





KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
**FAKULTAS BAHASA DAN SENI**

Alamat: Karangasem, Yogyakarta 55281 ☎ (0274) 560643, 5482077 Fax: (0274) 548207  
<http://www.uns.ac.id/>

HUM/BS/33.01  
18 Jan 2011

Nomor : 2003a/UN.34.12/DT/XI/2013  
Lampiran : 1 Berkas Proposal  
Hal : Permohonan Izin Observasi

15 November 2013

Kepada Yth.  
SMN 2 DEPOK

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan Observasi untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

***USING TAD (TRANSITION ACTION DETAILS) STRATEGY TO IMPROVE THE ABILITY OF EIGHT GRADE STUDENTS IN WRITING RECOUNT TEXT***

Mahasiswa dimaksud adalah :

Nama : VERANITA BUDIANI  
NIM : 09202244029  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : November – Desember 2013  
Lokasi Observasi : SMN 2 DEPOK

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001

Tembusan:  
1. Kepala SMN 2 DEPOK



**PEMERINTAH KABUPATEN SLEMAN  
BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Jalan Parasmaha Nomor 1 Baran, Tirdadi, Sleman, Yogyakarta 55611  
Telepon (0274) 986600, Faksimili (0274) 896600  
Website: slemankab.go.id, e-mail: bappeda@slemankab.go.id

**SURAT IZIN**

Nomor : 070 / Bappeda / 205 / 2014

**TENTANG  
PENELITIAN**

**KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH**

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2012 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata,  
Dan Izin Praktik Kerja Lapangan.  
Merujuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman  
Nomor : 070/Kesbang/- Tanggal : 22 Januari 2014  
Hal : Rekomendasi Penelitian

**MENGIZINKAN :**

Kepada :  
Nama : VERANITA RUTIANI  
No.Mas/NIM/NIP/NIK : 09202344029  
Program/Tingkat : S1  
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta  
Alamat Instansi/Perguruan Tinggi : Kampus Karangmalang Yogyakarta  
Alamat Rumah : Sinurgrejo 02/02 Ambal Kebumen  
No. Telp / HP : 087733969533  
Untuk : Melakukan Penelitian / Pru Survey / Uji Validitas / PKL dengan judul  
"USING TAD (TRANSITION-ACTION-DETAILS) STRATEGY TO IMPROVE  
THE ABILITY OF EIGHTH GRADE STUDENTS IN WRITING RECOUNT  
TEXT AT SMPN 2 DEPOK IN THE ACADEMIC YEAR 2013/2014"  
Lokasi : SMP Negeri 2 Depok Sleman  
Waktu : Selama 3 bulan mulai tanggal 22 Januari 2014 s.d. 22 April 2014

**Dengan ketentuan sebagai berikut :**

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/Kepala Desa) atau Kepala Instansi untuk mendapat persetujuan.
2. Wajib menjaga tata tertib dan mengikuti ketentuan-ketentuan setempat yang berlaku.
3. Ijin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati disetujui melalui Kepala Badan Perencanaan Pembangunan Daerah.
5. Ijin ini dapat dibatalkan se-muka-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diucapkan pejabat pemerintah/pemerintah setempat memberikan bantuan sepenuhnya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 22 Januari 2014

o.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

Kepala Bidang Pengendalian dan Evaluasi



Dra. SUCI ILANI SINURAYA, M.Si, MM  
Pemerintah  
NIP. 19630.12.198905.2.003

**Terbaca :**

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Depok
5. Ka. SMP Negeri 2 Depok Sleman
6. Dekan Fak. Bahasa & Seni-UNY
7. Yang Bersangkutan





**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**  
etc:REG.W/286/10/14

Membara Surat : **DEKAN FAKULTAS BAHASA DAN SENI** Nomor : **0087CIUN.34.12/DTM/24**  
Tanggal : **16 JANUARI 2014** Perihal : **IJIN PENELITIAN/RISET**

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Peraturan bagi Perguruan Tinggi, Lembaga Penelitian dan Pengembangan Adng, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
  2. Peraturan Menteri Dalam Negeri Nomor 23 Tahun 2011, tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
  3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 17 Tahun 2008 tentang Rencana Tugas dan Fungsi Setiap Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
  4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2008 tentang Pedoman Pelaksanaan Penelitian, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengalihan, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengalihan/studi lapangan kepada:

Nama : **VERANITA BUDIANI** NIP/NW : **09202244029**  
Alamat : **FAKULTAS BAHASA DAN SENI, PENDIDIKAN BAHASA INGGRIS, UNIVERSITAS NEGERI YOGYAKARTA**  
Judul : **USING TAD (TRANSITION-ACTION-DETAILS) STRATEGY TO IMPROVE THE ABILITY OF EIGHTH GRADE STUDENTS IN WRITING RECOUNT TEXT AT SMP N 2 DEPOK IN THE ACADEMIC YEAR 2013/2014**  
Lokal : **DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY**  
Waktu : **17 JANUARI 2014 s.d 17 APRIL 2014**

**Dengan Ketentuan**

1. Menyajikan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengalihan/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui individu yang berwenang mengeluarkan ijin di sektor;
2. Menyajikan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Selda DIY dalam bentuk disk (CD) maupun mengunggah (upload) melalui website [adbang.jogja.go.id](http://adbang.jogja.go.id) dan meminta dan cetakan asli yang sudah disahkan dan ditubuhi cap instansi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan penyalahgunaan ijin web 3 melanggar ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menyerahkan surat ini kembali sebelum berakhir waktunya setelah mengajukan permohonan melalui website [adbang.jogja.go.id](http://adbang.jogja.go.id);
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal **17 JANUARI 2014**

A.n Sekretaris Daerah

Adnan Purnomawan dan Purnomawan  
Ut.

Administrasi Pembangunan



**Tamasek:**

1. GUBERNUR DAERAH ISTIMEWA YOGYAKARTA (SEBAGAI LAPORAN)
  2. BUPATI SLEMAN C.Q BAPPEDA SLEMAN
  3. DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA DIY
  4. DEKAN FAKULTAS BAHASA DAN SENI, UNIVERSITAS NEGERI YOGYAKARTA
- dan YANG BERSANGKUTAN**



PEMERINTAH KABUPATEN SLEMAN  
DINAS PENDIDIKAN, PEMUDA, DAN OLAH RAGA  
**SMP NEGERI 2 DEPOK**

Alamat : Jalan Dahlika Perumnas Condongcatur, Depok, Sleman 55283 Telp. (0274) 882171  
Website : <http://www.smp2depok.sch.id> E-mail : [info@smp2depok.sch.id](mailto:info@smp2depok.sch.id)



**SURAT KETERANGAN PENELITIAN**

Nomor : 423 / 018 / 2014

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Depok Sleman  
menyatakan bahwa :

Nama	: VERANITA BUDIANI
Nomor Induk Mahasiswa	: 09202244029
Program Studi	: SI
Instansi / Perguruan Tinggi	: Universitas Negeri Yogyakarta
Alamat Instansi	: Karangmalang, Yogyakarta
Alamat Rumah	: Sinungrejo 02/02 Ambal Kebumen
No. Telp / HP	: 087738969635

Telah melaksanakan Penelitian / ~~Pre-Survey~~ / ~~Uji Validitas~~ / ~~TKK~~ dengan judul :

**USING TAB (TRANSITION-ACTION-DETAILS) STRATEGY TO IMPROVE  
THE ABILITY OF EIGHTH GRADE STUDENTS IN WRITING RECOUNT  
TEXT AT SMPN 2 DEPOK IN THE ACADEMIC YEAR 2011/2014**

Yang dilaksanakan dari tanggal 22 Januari 2014 s/d 22 April 2014.

Demikian surat keterangan ini kami buat agar dipergunakan sebagaimana mestinya.

Depok, 18 Februari 2014

Kepala Sekolah

